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ABSTRACT

This handbook is designed to provide Louisiana students with deafness or hearing impairments with information and strategies for successfully attending college. It begins by discussing the drop out rates for college students with disabilities and the rights of students with disabilities under federal laws. The following section addresses self-advocacy skills, and tips for communicating with people who are deaf and hard of hearing. Fact sheets are provided for communicating with an individual with deafness in a one-to-one situation, in a group, through an interpreter, employment interview, on the job site, in writing, and on the telephone. Subsequent sections discuss: (1) pre-college and transition, a suggested timeline chart for transition from high school to college, and questions to bring to your college's disability services offices; (2) financial aid, determining financial aid packages, major student financial aid programs, and scholarships; (3) accommodations, disability documentation, and testing accommodations; (4) academic issues, choosing your classes, improving your concentration, and preparing a resume; and (5) campus life, asking for dorm rooms to be made accessible, obtaining medical treatment, and reasons for participating in extracurricular activities. The final section lists resources for students with deafness or hearing impairments. (CR)

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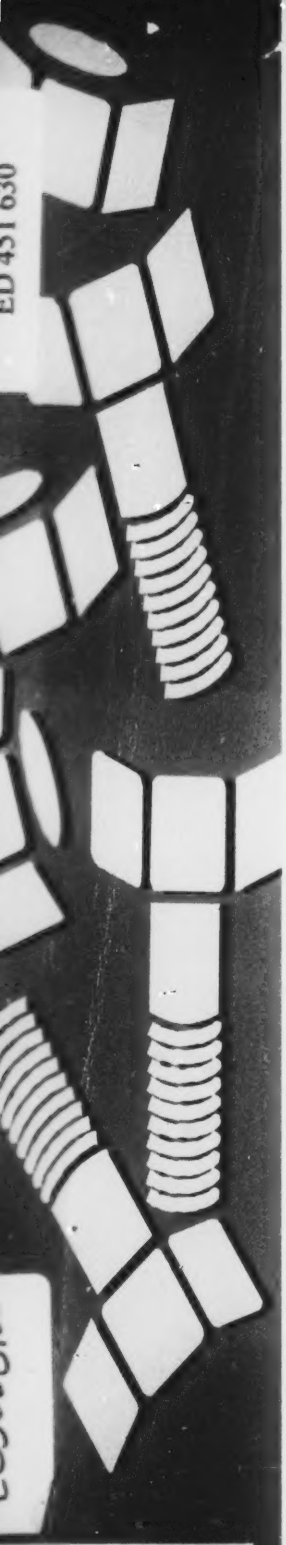

A Nuts & Bolts Guide

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College Success
For
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Students

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A NUTS AND BOLTS GUIDE TO COLLEGE SUCCESS FOR DEAF AND HARD OF HEARING STUDENTS

Funded by the
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The Postsecondary Education Consortium (PEC) is one of four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. The Centers strive to create effective technical assistance for educational institutions providing access and accommodation to these students. Funded through a contract with the U.S. Department of Education, Office of Special Education programs, the PEC serves the southern region of the United States through twelve State Outreach and Technical Assistance Centers.

For further information, for technical assistance with serving deaf and hard of hearing individuals, or for materials, please contact us at any of the State Centers, or at the PEC Central Office.

Book Version - see the back cover for contact information.

CD-ROM / Website - see the last page for contact information.

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TABLE OF CONTENTS

INTRODUCTION 1
  Drop-out Rates for College Students 2
  Introduction to Disability Services 2

SELF ADVOCACY 4
  Acquiring Self Advocacy Skills 5
    What is Advocacy? 5
    What is Self Advocacy? 5
  How Can You Advocate for Yourself? 5
  Why do You Need to Learn Self Advocacy Skills? 5
  Tips for Communicating with Deaf and Hard of Hearing People 7
    Introduction 7
    To Communicate with a Deaf Person
      In a One-to-One Situation 7
      In a Group 9
      Through an Interpreter 11
      Employment Interviews 13
      On the Job Site 13
      In Writing 15
      On the Telephone 16

Pre-College and Transition 18
  Suggested Timeline Chart for Transition from High School to College 19
    Junior Year of High School 19
    Senior Year of High School 20
  Questions to Bring to Your College's Disability Services Offices 24
  What is so Different About College Anyway? 26

FINANCIAL AID 27
  Understanding Financial Aid for College 28
  Supplemental Security Income (SSI) 29
  Paying for College: A Brief Look at Student Financial Aid Programs 30
    Forms of Financial Aid 30
    Scope of Financial Aid 30
    Determining Financial Aid Packages 30
  Major Student Financial Aid Programs 31
    Federal Grant Programs 31
    Pell Grant Programs 31
    Supplemental Education Opportunity Grant (SEOG) Program 31
    State Student Incentive Grant (SSIG) Program 31
    Federal Loan Programs 32
    Tuition Opportunity Program for Students (TOPS) 32
    Federal Family Education Loan (FFEL) Program 32
    William D. Ford Direct Student Loan Program 32
      Subsidized Stafford Loans 33
      Unsubsidized Stafford Loans 33
      PLUS Loans 33

Perkins Loan Program 33
Other Federal Programs 33
Federal Work-Study (FWS) Program 33
TRIO Programs 34
Specialized Federal Programs 34
State Programs 34
Institutional Programs 34
Tax Benefits for College Students 34
Hope Scholarship Tax Credit 35
Lifetime Learning Tax Credit 35
Education Savings 35
Deduction for Student Loan Interest 35
Exclusion for Employee Education Benefits (Section 127) 35
Scholarships 36
Karla Scherer Foundation 36
Minnie Pearl Scholarship Program 37
The Malcolm J. Norwood Scholarship 38
The Find/SVP Tools for the Future Scholarship Rewards 39
Allie Raney Hunt Memorial Scholarship Award 40
Sertoma International Scholarships 41
Auxiliary of the National Rural Letter Carriers' Association Scholarship Award 42
Herbert P. Fiebelman Jr. Scholarship Award 43
David Von Hagen Scholarship Award 44
Lucille A. ABT Scholarship Awards 45
Maude Winkler Scholarship Awards 46
Robert H. Weitbrecht Scholarship Awards 47
Volta Scholarship Award 48
National Fraternal Society of the Deaf Scholarships 49
Alan B., '32 and Florence B., '35 Crammattee Fellowship 50
Betty G. Miller Scholarship Award 51
Gallaudet University Alumnae Fellowships 52
Iades Scholarship 53
William C. Stokoe Scholarship 54

ACCOMMODATIONS 55
Post Secondary Program Interview Accommodation Availability Checklist 56
Introduction to Disability Services 57
Disability Service Counselor/Coordinator Responsibility 57
Documentation of Your Disability 57
Accommodation Request Forms 58
Student Accommodations 58
Interpreting/Transliterating Services 58
What is a Qualified Interpreter? 58
Sign Language Interpreting 59
Oral Interpreting 59
Tactile Interpreting 59
Low-Vision Interpreting 59
Hints for Students: Using Interpreters / Transliterators 60

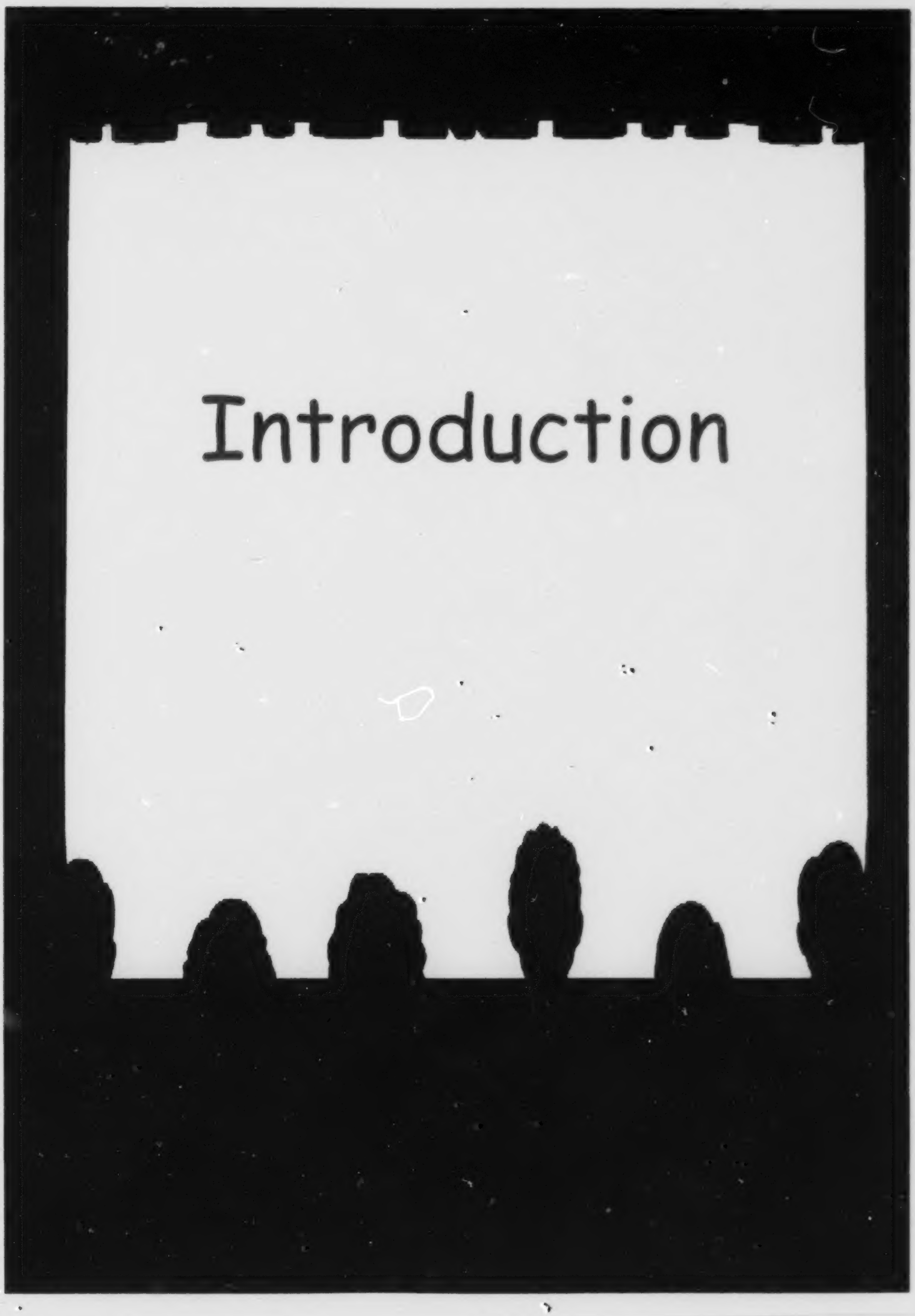
How to Request an Interpreter/Transliterator 60
Utilizing Notetaking Services 60
Tips for Notetakers 62
Assistive Listening Devices 63
    FM Devices 64
    Infrared Devices 64
    Induction Loop Devices 64
    Hard Wired Devices 65
Tape Recorders 65
Real - Time Captioning 66
    Steno Captioning 66
    C-Print Captioning 66
Testing Accommodations 66
Extended Time 66
Distraction-Reduced Testing 67
Classroom Accommodations 67
    Priority Seating 68
    Visual Aids 68
    Films 68
    Field Trips 69
    Lab 69

ACADEMIC ISSUES 70
    Copy of Disability Documentation 71
    High School Transcripts & Copy of Diploma 71
    ACT / SAT Test Scores 72
    Copies of Submitted Financial Aid Application Forms 72
    Copy of Vehicle and Medical Insurance Information 72
    Copies of Your College Transcripts 72
    Copies of Your Vocational Rehabilitation Paperwork 72
    Important Addresses & Phone Numbers 73
    Copy of Your Birth Certificate, Drivers License & Social Security Card 73
Choosing Your Classes 74
Preparing for Classes 74
What Is a Course Syllabus & How Do I Use It? 75
    ESSENTIALS OF COLLEGE SUCCESS (EDU 1000) 76
Know Your College Academic Calendar 78
Important Campus Contacts & Phone Numbers 78
Succeeding in College 79
Transferring Academic Credit to a New School 81
Making a To-Do List 82
Deciding What to Highlight While Reading 83
Improving Your Concentration 84
Cramming for a Test 85
What Can I Do with My Degree? 86
My Career Inventory 87
My Work Values 88
Worksheet for Preparing a Resume 90

CAMPUS LIFE 92
- Living on Campus As a Deaf or Hard or Hearing Student 93
- How Will You Pay to Live in the Dorm? 93
- Will You Purchase a Campus Meal Plan? 93
- How Do You Ask for Your Dorm Room to Be Made Accessible? 94
- Where Will You Get a TDD/TTY for Use in Your Dorm Room? 94
- How Will You Communicate with a Hearing Roommate? 94
- What Type of Alarm Will You Use to Help You Be on Time for Classes? 95
- What Offices on Campus Have TDD/TTY Phone Numbers? 95
- Choosing the Right Dorm for You 96
- Packing for Your Dorm Room 97
- Dealing with Emergencies at College 98
- How to Work with Campus Police 98
- How to Obtain Interpreting/Captioning Services for Emergency Situations 98
- How to Obtain Medical Treatment 99
- How to Use Your Vehicle and Medical Insurance Coverage 99
- Top 10 Reasons to Participate In Extracurricular Activities 100

RESOURCES 101
- Deaf & Hard of Hearing Student ListServ Information 102
- Contact Information for Postsecondary Institutions 103
- Louisiana Commission For The Deaf 108
- Louisiana Rehabilitation Services 110
  - Regional Offices 122
  - Parishes Served by Each Regional Office 123
- Louisiana Relay Service 124
  - Abbreviations / Acronyms 129
- Web Links for Students 136
  - Internet Resources Related to Hearing Loss 136
  - Hearing Loss Websites 136
  - Captioning and Captioned Films 137
  - Companies Selling Assistive Devices 148
  - Consumer Organizations and Consumer Web Pages 140
  - Deaf Consumer Groups 140
  - SHHH-Self Help for Hard of Hearing Persons 141
  - Beyond-Hearing Member Pages 141
  - Other Consumer Organizations 142
  - Cued Speech 143
  - Deaf-Blind Information 143
  - Federal Law, ADA, Accessibility Info 143
  - Lists of Links 146
  - Medical Issues 147
  - Postsecondary/Employment 148
  - Realtime Captioning / Computer-assisted Notetaking 148
  - Sign Language/Interpreting 159
  - Telephone Technology 150
  - E-Mail Discussion Groups 150

  Locating Other ListServs 151
  Hearing-Loss Related E-Mail Lists 151
Glossary of Important Terms 153



Introduction

INTRODUCTION

Drop-out Rates for College Students

Students with disabilities who do not know how to find the office for Disability Services or do not use available support services are more likely to drop out of college. As compared to a 47% drop-out rate for students without disabilities, the college drop-out rate for students with hearing impairments is 71%.

Those students with hearing impairments who drop out from college have reported feeling isolated and often do not know how to get the support services necessary for them to succeed. Students who know from the beginning how to find the office for Disability Services, know how to ask for the help they need, and know their rights are much better equipped to succeed in college.

Introduction to Disability Services

In 1975, Congress passed a law to protect the education of individuals with any type of disability, called the Education for All Handicapped Children Act of 1975 (P.L. 94-142). Every four years Congress discusses this law, makes some changes, and then votes to pass it again, or reauthorizes it with the new changes (amendments). When it was reauthorized in 1990, it was renamed the Individuals with Disabilities Education Act of 1990, or IDEA.

IDEA has three guarantees, that your education throughout elementary and high school is:

- *Free* - the education is provided by taxpayers, the same as for all children in the country
- *Appropriate* - the education is suitable and meets the needs of each individual student, and
- *Public* - the education will be provided at a school building owned by a city, county, or state and that teachers will be employed by the city, county or state.

Throughout elementary and high school, teachers, your parents, and other adults have been responsible for making sure that you are tested, taught, and given appropriate supports. But once you start college, you now have that responsibility.

After graduation from high school, you are protected by a different set of laws. Whether you go on to college, job training, or work, there are two laws that will continue to protect your rights: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The Rehabilitation Act of 1973 protects your rights

while you are in college and job-training programs. ADA protects the rights of other parts of your life.
The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department of Education. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs. Failure by these higher education programs to provide auxiliary aids to students with disabilities that results in a denial of a program benefit is discriminatory and prohibited by Section 504 (*U.S. Department of Education, Office for Civil Rights, Washington, D.C. - Revised September 1998).*

Title II of ADA prohibits state and local governments from discriminating on the basis of disability. The Department enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are generally included in the general nondiscrimination provisions of the Title II regulation (*U.S. Department of Education, Office for Civil Rights, Washington, D.C. - Revised September 1998).*

Section 504 of the Rehabilitation Act of 1973 provides a specific ruling related to a postsecondary school's obligation to provide auxiliary aids to qualified students who have disabilities:

> A recipient of federal funds shall take such steps as are necessary to ensure that no qualified individual with disabilities in the United States . . . shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity because of the absence of educational auxiliary aids. (20 USC 794)

Title II regulations state:

> A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.

This law applies to all colleges and job-training programs, which receive federal assistance (money from taxpayers). Under this law, you may request that admissions tests (like the SAT) be given with a sign language or oral interpreter. Written instructions may also be requested. Colleges may not ask if you have a disability when you apply for admission to their program. Once you have been accepted by a college or job-training program, you will then be informed of the availability of services and given the name of the person or office responsible for helping you.

While you are in college, you are guaranteed equal opportunity to participate and benefit from classes, programs, and extracurricular activities. However, it is your

responsibility to find the disability services office in a timely manner and ask for what you need to succeed. You are now the person in charge, not the teacher or your parents. This is the big difference between IDEA and Section 504.
Aids and services are available to you, including help with registration, interpreters, tape recorders, FM systems, and other assistive devices, dorm modifications, campus and library orientations, and so on. The costs of these aids and services are covered by the college and sometimes also Vocational Rehabilitation, not by you, your parents or guardians. In other words, these aids and services are free to students.

Based on Section 504 of the Rehabilitation Act of 1973 (P.L. 93-113), together with the implementing Regulations of 1977, you must present documentation, such as an audiogram (no more than three (3) years old), which identifies your needs to the program, and the requested accommodation. It is then the responsibility of the postsecondary institution to provide what is needed.

The Americans with Disabilities Act (ADA) of 1990 has further strengthened the provision of support services to student with disabilities and the responsibility that postsecondary institutions have in meeting the needs of students with disabilities who apply for admission and accommodations.

The major difference between the Section 504 ruling and the ADA is that Section 504 only applies to organizations receiving federal funds, while the ADA mandate applies to all establishments, public or private, regardless if they receive any federal substitute. In addition, the ADA provides a more in depth and broader range of liability for any public establishment in ensuring that the same services and goods are made accessible to all people.

SELF ADVOCACY

Acquiring Self Advocacy Skills

What is advocacy?

Seeking support for the
rights of a person or a cause

What is self advocacy?

Understanding and seeking
support for your personal rights

How Can You Advocate for Yourself?

You can advocate for yourself by:

1. Speaking up for yourself
2. Standing up for your rights:
    - Rights are things that mean you should be treated fairly
    - Having rights means being the boss of your own life
3. Making choices
    - We need information that is easy to understand so we can make the right choices
4. Being independent
    - This means doing things for yourself as much as you can, without other people always doing things for you
5. Taking responsibility for yourself
    - This means looking after yourself
    - Don't always wait for other people to get things done for you
    - Get things going yourself

Why Do You Need to Learn Self Advocacy Skills?

1. Employers may not know about your rights or the rights of individuals who are deaf or hard of hearing.
2. College teachers may not know about your rights as an individual with a hearing disability.

3. Laws will protect a person with hearing loss while in secondary education, but you must look after yourself once you leave high school.

Tips for Communicating with Deaf and Hard of Hearing People

(Rochester Institute of Technology; National Technical Institute for the Deaf)

Introduction

Deafness is a fact of many people's lives-more than 22 million Americans have some form of hearing loss. Like their hearing counterparts, deaf people build successful careers, have families, watch television, go to the movies, talk on the telephone, play sports, and travel throughout the world.

Most deaf people don't view their deafness as a disability or as a problem that should be fixed. For many of them, it's a natural part of a cultural experience that they share with friends, both deaf and hearing.

Deaf culture is a sense of community among deaf people. Cultural activities can include communicating to American Sign Language (ASL), sharing information about resources that can enhance deaf people□s lives, performing and attending theatrical events with no spoken language, joking about the experience of being deaf, and reflecting on role models and events important to deaf people.

All of us have our own way of doing things, and deaf people are no different.

Deaf people communicate in different ways, depending on deafness, language skills, amount of residual hearing, speechreading skills, speech abilities, personality, family environment, educational background, and personal preference.

Some deaf people use speech or sign language only . . . or a combination of sign language, fingerspelling, and speech . . . or writing . . . or body language and facial expression. You can communicate with deaf people in several ways. The key is to find out which combination of techniques works best with each deaf person. Keep in mind that it is not *how* you exchange ideas, but that you *do*.

To Communicate with a Deaf Person In a One-to-One Situation

1. Get the deaf person's attention before speaking. Call out the person's name; if that is not successful, a tap on the shoulder, a wave, or another visual signal usually does the trick.

2. Key the deaf person in to the topic of discussion. Deaf people need to know what subject matter will be discussed in order to pick up words that help them follow the conversation. This is especially important for deaf people who depend on speechreading.

3. **Speak slowly and clearly, but do not yell, exaggerate, or overpronounce.** Exaggeration and overemphasis of words distort lip movements, making speechreading more difficult. Try to enunciate each word without force or tension. Short sentences are easier to understand than long ones.

4. Look directly at the deaf person when speaking. Avoid turning away to write on the board, look at a computer screen, or pull something from a file while speaking.

5. Do not place anything in your mouth when speaking. Mustaches that obscure the lips, smoking, pencil, chewing, and putting your hands in front of your face all make it difficult for deaf people to follow what is being said.

6. Maintain eye contact with the deaf person. Eye contact conveys the feeling of direct communication. Even if an interpreter is present, continue to speak directly to the deaf person. He/she will turn to the interpreter as needed.

7. Use the words "I" and "you" when communicating through an interpreter, not "Tell him . . . or Does she understand?

8. Avoid standing in front of a light source, such as a window or bright light. The glare and shadows created on the face make it almost impossible for the deaf person to speechread.

9. First repeat, then try to rephrase a thought if you have problems being understood, rather than repeating the same words again. If the person only missed one or two words the first time, one repetition usually helps. Don□t hesitate to communicate by pencil and paper if necessary, as particular combinations of lip movements sometimes are difficult to speechread. Getting the message across is more important than the medium used.

10. Use pantomime, body language, and facial expression to help supplement your communication. A lively speaker always is more interesting to watch.

11. Be courteous to the deaf person during conversation. If the telephone rings or someone knocks at the door, excuse yourself and tell the deaf person that you are answering the phone or responding to the knock. Do not ignore the deaf person and carry on a conversation with someone else while the deaf person waits.

12. Use open-ended questions that must be answered by more than "yes" or "no." Do not assume that deaf people have understood your messages if they nod their heads in acknowledgment. A coherent response to an open-ended question ensures that your information has been communicated.

Tips for Communicating with Deaf and Hard of Hearing People In a Group

If you participate in group situations with deaf people (meetings, classes, etc.), these tips will make communication easier.

1. Ask the deaf person to choose the best seating arrangement for his/her communication needs. This usually means a seat near the speaker so that the deaf person can see the speaker's lips. If possible, use a round table or semicircular seating so that he/she can see everyone's face. Usually the deaf person will know best where to sit. Also take into consideration the area's lighting so that the speaker is illuminated clearly.

2. Provide new vocabulary in advance. It is difficult, if not impossible, to speechread and read the fingerspelling of unfamiliar vocabulary. If new vocabulary cannot be presented in advance, write the terms on paper, a chalkboard, or an overhead projector if possible. If a lecture is to be given or a film shown, a brief outline or script given to the deaf person in advance helps that person follow the presentation.

3. Avoid unnecessary pacing and speaking when writing on a chalkboard. It is difficult to speechread a person in motion and impossible to speechread one whose back is turned. Write or draw on the board, then face the group and explain the work. If you use an overhead projector, do not look down at it while speaking.

4. Use visual aids, if possible. Vision is a deaf person's primary channel of receiving information. Make full use of available aids, including films, videotapes, overhead projectors, computer-generated presentations such as Power Point, diagrams, and chalkboards. Give the participants time to read before speaking.

5. Make sure the deaf person doesn't miss vital information. Write out any changes in meeting times, special assignments, additional instructions, etc. Allow extra time when referring to manuals or texts since deaf people must look at what has been written and then return their attention to the speaker.

6. Slow down the pace of communication slightly to facilitate understanding. Many speakers talk too fast. Allow extra time for the deaf person to ask or answer questions.

7. Repeat questions or statements made from the back of the room and point to the person speaking. Remember that deaf people are cut off from whatever happens outside of their visual area.

8. Allow full participation by the deaf person in the discussion. It is difficult for deaf people to participate in group discussions because they are not sure when speakers have finished. The group leader or teacher should recognize the deaf person from time to time to allow full participation by that person. Be aware of turn-taking and try to give the deaf person a chance to look at the various participants before each speaks.

9. Use hands-on experience whenever possible in training situations. Like other people, deaf people learn quickly by "doing." What may be difficult to communicate verbally may be explained easily by and hands-on demonstration.

10. Work with an interpreter in a large group setting. In such a situation, an interpreter will be a few words behind the speaker in transferring the information. Therefore, allow time for the deaf person to obtain all the information and ask questions. See the section "Through an Interpreter" for more information.

11. Use a notetaker when possible to record information. It is difficult for many deaf people to pay attention to a speaker and take notes simultaneously.

Tips for Communicating with Deaf and Hard of Hearing People Through an Interpreter

Interpreters can help facilitate communication during lectures, meetings, or other group situations. Before requesting an interpreter, keep in mind that an interpreter is a trained professional bound by a code of ethics. Knowing sign language does not qualify a person to act as an interpreter therefore, using a professional interpreter is best.

Before requesting an interpreter, ask the deaf person wheat type of interpreter he/she prefers. Some may want a sign language interpreter skilled in American Sign Language (ASL) or signed English, others may prefer an oral interpreter, and in some settings, the interpreter may voice interpret what the deaf person wishes to express. (Voice interpreting or sign-to-voice interpreting formerly was called reverse interpreting). Some tips to keep in mind when scheduling interpreting services:

1. Inform the interpreting referral service of the deaf person's needs and in what setting the interpreting will take place. If highly technical language will be used, the referral service will try to match your needs with an interpreter who is familiar with the subject.

2. Discuss fees and privileges with the interpreter beforehand. Fees should be agreed upon by the interpreter or referral service before the service is performed. Such fees should not be discussed with the deaf person.

3. Treat the interpreter as a professional. It is courteous to introduce the interpreter to the group and explain why he/she is attending. Be attentive to the interpreter's special needs, such as a glass of water, a straightback chair, etc. The interpreter may have other needs such as placement in the room (near the main speaker/group leader or away from windows to reduce the glare). If the interpreting situation involves lunch or other meals, the interpreter should be given the same privileges as the other group members. It also is helpful to meet with the interpreter about 15 minutes early to explain what will be covered. If possible, give a copy of handouts, overheads, and/or the lecture or speech to be interpreted.

4. If a meeting will last more than an hour and a half, it is preferable to have two interpreters because it is difficult to interpret for more than an hour and a half. If the meeting, class, or lecture will take longer, two interpreters should act on a rotating basis.

5. Schedule breaks during the meeting. Following a sign language or an oral interpreter for a long time is tiring for a deaf person. It also is tiring for the interpreter.

6. Provide good lighting for the interpreter. If the interpreting situation requires darkening the room to view slides, videotapes, or films, auxiliary lighting is necessary so that the deaf person can see the interpreter. If a small lamp or spotlight cannot be obtained, check to see if room lights can be dimmed but still provide enough light to see the interpreter.

7. Speak directly to the deaf person, not the interpreter, when working with an interpreter. The interpreter is not part of the converstion and is not permitted to voice personal opinions or enter the conversation. Face the deaf person and speak to him/her in a normal manner. If the deaf person wants the interpreter to explain something not related to the conversation, he/she is the only one who may ask the interpreter.

8. Remember that the interpreter is a few words behind the speaker. Give the interpreter time to finish so that the deaf person can ask questions or join the discussion.

9. Permit only one person to speak at a time during group discussions. It is difficult for an interpreter to follow several people speaking at once. Ask for a brief pause between speakers to permit the interpreter to finish before the next speaker starts.

10. Speak clearly and in a normal tone when working with an interpreter. Do not rush through a speech. If reading verbatim text, read slowly. Remember to breathe between sentences - this helps the interpreter to finish before the next speaker starts.

11. As a final courtesy, thank the interpreter after the service has been performed. If there have been any problems or misunderstandings, let the interpreter or referral service know. Also, ask the deaf person if the service was satisfactory. It always is a polite gesture to inform the referral service of your satisfaction with the interpreter.

Tips for Communicating with Deaf and Hard of Hearing People - Employment Interviews

These tips can be used in conjunction with the "One-to-One" tips to facilitate an interview with a deaf job applicant. They will make the interview more productive and comfortable for both the interviewer and interviewee.

1. Provide company literature for the applicant to review before the interview. This helps the applicant become familiar with the company, its components, and terms.

2. Provide a written itinerary if the applicant is to be interviewed by more than one person. Include the names, titles, and meeting times for each individual the applicant will see. Speechreading an unfamiliar person's title and name during a meeting often is difficult. An itinerary allows the deaf person to be better informed, at ease, and able to follow up later if needed.

3. Inform your receptionist or secretary beforehand that you are expecting a deaf applicant for an interview. This will make it easier for the receptionist to assist the deaf person and facilitate any necessary paperwork.

4. Consider providing an interpreter. Through an interpreter, you may receive a better idea of how the applicant□s skills match the job. Ask the deaf person if he/she would prefer an interpreter to be present before requesting one.

Tips for Communicating with Deaf and Hard of Hearing People - On the Job Site

The Americans with Disabilities Act (ADA) guarantees equal opportunities in the workplace for people with disabilities. Accommodations made will vary depending on deaf employees' job responsibilities, technical skills, and communication preferences as well as the characteristics of the organization.

It generally is not necessary to make major modifications in the work area to accommodate a deaf employee. There are some things you can do, however, to make the work area more accessible and therefore more comfortable for a deaf employee.

1. *Consider the deaf person's sensitivity to noise.* It is a myth that deaf people can work in noisy environments that hearing people cannot tolerate. Most deaf people have some residual hearing and are bothered by loud noises. A noisy environment may create a barrier to communication for someone who wears a hearing aid. Loud

or background noises can interfere with and distort the sound amplification of a person's hearing aid, making speech discrimination difficult. Loud noises also may further damage whatever residual hearing the deaf person has.

2. *Consider the buddy system for a new deaf employee.* This can make the job transition much easier for the deaf person. A co-worker can be asked to check a deaf employee's awareness of emergency situations, such as fires or evacuation.

3. *Use signaling devices if a deaf employee works alone in an area.* Most of these devices are inexpensive and can be incorporated easily into existing alarm systems. Alarms to warn of fire or gas leaks by use of a flashing light and audio signal can plug into regular electrical outlets. Other devices indicate machine malfunction, doorbells, and ringing telephones.

4. Minimize vibration in the work area. Vibration can distort the sound being received by a hearing aid, making it difficult for the deaf person to concentrate on work or a conversation. Since it is not always possible to eliminate vibration, it is best to arrange meetings in a location where vibration can be minimized.

5. Use visual clues to enhance communication. Use of a round or oval table during meetings will facilitate the line of sight between people, as will semicircular seating arrangements. Open doors or panels in offices allow deaf people to see into rooms before entering. A good line of sight between the deaf employee and the secretary also will facilitate telephone communication.

6. Use paging devices to contact deaf employees in the field. Radio frequencies have been set aside by the Federal Communications Commission to permit the use of tactile pagers - vibrating paging devices that can be used to contact or warn deaf employees in the field or in remote locations. Such pagers usually can be incorporated into existing security paging systems.

7. Add odor to gas lines to indicate gas leaks to deaf persons working in laboratories.

8. Prepare for power failure in areas not covered by a general system with small, fail-safe, plug-in lights. These lights benefit all employees during such an emergency.

9. Notify security if a deaf employee will be working alone at night or during off hours, such as weekends. The deaf employee's work area should be checked periodically.

10. Communicate information directly to deaf employees. They may not pick up information by informal channels because they typically cannot overhear conversations.

11. Include the deaf employee in social activities. It may take a little while to become used to the difference in some deaf people's voices, but by including the deaf person in lunch, coffee breaks, the office grapevine, etc., he/she will become part of the group.

Tips for Communicating with Deaf and Hard of Hearing People - In Writing

Always ask deaf people if they prefer written communication. Do not assume that this is the preferred method. When using writing as a form of communication with deaf people, take into consideration English reading and writing skills. Their skills may depend on whether they were born deaf or became deaf later in life, what teaching method was used in their education, and which communication method they prefer.

1. **Keep your message short and simple.** Establish the subject area, avoid assumptions, and make your sentences concise.

2. It is not necessary to write out every word. Short phrases or a few words often are sufficient to transfer the information.

3. Do not use “yes” or “no” questions. Open-ended questions ensure a response that allows you to see if your message was received correctly.

4. Face the deaf person after you have written your message. If you can see each other's facial expressions, communication will be easier and more accurate.

5. Use visual representations if you are explaining specific or technical vocabulary to a deaf person. Drawings and diagrams can help the person comprehend the information.

Tips for Communicating with Deaf and Hard of Hearing People - On the Telephone

Deaf people can use the telephone, thanks to advanced technology for adapting existing telephones and creating new equipment. Deaf people who have understandable speech and good listening skills can use telephones with their hearing aids and built-in amplifiers that make voices louder. Many can communicate on the phone successfully with strangers as well as with people they know.

Some deaf people use a speaker phone with an interpreter. The deaf person will explain to the person at the other end that he/she is working with an interpreter and how the conversation will proceed.

Other deaf people use TTYs (text telephones), which allow information to be typed over telephone lines. In order to communicate directly, both people must use a TTY. However, some computers and TTYs can communicate with each other. Most TTY equipment is relatively inexpensive and small. Information about TTYs can be obtained through individual manufacturers, the AT&T Special Needs Center, and Telecommunications for the Deaf, Inc. (TDI).

Nationwide and statewide TTY/voice relay services, which provide simultaneous communication around a deaf person with a TTY, another person without a TTY, and a communications assistant who relays the conversation between the two parties, can facilitate telephone communication. The Americans with Disabilities Act requires that all companies offering telephone voice transmission service also must offer telephone relay service. For information on national relay services, call 1-800-877-8973 (TTY/ASCII/Voice/Spanish).

Here are some examples of equipment used by deaf people to communicate by telephone:

1. Built-in amplifiers are installed in telephone receivers with adjustable volume controls. Volume can be adjusted downward when the phone is used by hearing people.
2. Portable telephone amplifiers are battery-operated portable devices with adjustable volume controls that slip over telephone receivers. They are convenient to carry in a pocket or purse.
3. Signal lights are visual alerts, attached to telephones that blink when the phone rings.
4. Telephone bells have a different pitch or volume. They can be used if the regular telephone bell cannot be heard.

5. Text telephones (TTYs) are electronic devices that provide video and/or printed communication across telephone lines.

6. Voice Carry Over is an electronic device that provides users the option to use their own voice to place a call through the Relay Service. The Communication Assistant (CA) will serve as the customer's ears, typing everything that is heard during the conversation. A gender preference is available by requesting a male or female CA. To use the VCO option, a TTY is required.

Pre-College and Transition

Suggested Timeline Chart for Transition from High School to College

from http://www.CollegeIsPossible.org/paying/financial.html

Junior Year of High School

SEPTEMBER	Meet with your school counselor and review your courses and plan for your senior year. Ask about the PSAT/NMSQT test date, time, and place. Begin investigating private sources of financial aid. There are several free online scholarship search services listed in the Resource section.
OCTOBER	Take the PSAT/NMSQT to prepare for the SAT I and II, and to be eligible for the National Merit Scholarship competition (scores from your sophomore year will not count in the competition).
NOVEMBER	Start doing research on government, as well as private, financial aid programs.
DECEMBER	Receive the results of the PSAT/NMSQT. Read your score report and consult your school counselor or teachers to determine how you might improve. Sign up for the February ACT.
JANUARY	Begin to make a list of colleges you would like to explore. Show the list to your parents and discuss their ideas and preferences about the kind of college you should attend. Apply for a social security number if you don□t have one. It is required on many college applications.
FEBRUARY	Meet with your school counselor to begin preparing a list of colleges to explore. Sign up for the SAT I. Begin to prepare for the SAT I or ACT.
MARCH	Send letters or e-mails to the colleges on your list requesting information, and evaluate the materials they send you. Share the materials with your parents. Take the SAT I. Continue your research on private scholarships by finding out what awards students in your school and community are receiving. Plan visits to colleges during your spring break holiday so you□ll be on campus when classes are in session. Be sure to call the admissions office before you visit a campus. The admissions staff will schedule you for a campus tour and arrange an interview, if necessary. Many colleges have special programs for visiting high school students. If possible, schedule an appointment with a financial aid counselor to learn more about the college□s financial aid opportunities. Be sure to bring your parents - their opinion is

very important and they can gain very valuable information by talking with a financial aid counselor.

APRIL Sign up for the May/June SAT I and/or SAT II: Subject Tests. Take the ACT. Look into summer jobs or internships. Continue to evaluate colleges and begin to eliminate some choices from your list.

MAY Attend college fairs and sessions with college representatives at your school to get more information. Be sure to ask questions about financial aid, as well as the academic program, student life, etc. Take the SAT II: Subject Tests. Take Advanced Placement exams, if appropriate.

Consider enrolling in an academic course at a local college, pursuing a summer school program, or working as a volunteer — make wise use of your summer. If you work over the summer, put aside some of the money for college.

JUNE Take the ACT.

JULY / AUGUST Write for private scholarship applications. Polish your resume and, if the schools or scholarships you are interested in require them, begin to assemble writing samples, portfolios, or audition tapes. Now is also a great time to begin work on college application essays. If you are interested in an athletic scholarship, contact the coaches at the colleges to which you plan to apply.

Senior Year of High School

SEPTEMBER Meet with your counselor to review your college plans and evaluate them in light of your test scores and junior year grades. It□s a good idea to involve your parents in this meeting and to discuss your prospects for financial aid at this time.

If you have not already taken the necessary test, or you and your counselor have agreed that you should take it again to try to improve your score, sign up for the October/November SAT I and/or SAT II: Subject Tests.

Write to the colleges on your list and request admissions, financial aid, and, if appropriate, housing applications. Keep a checklist with all the admissions and financial aid deadlines for the colleges you are considering. Check with your school to make sure your transcripts and other records are up to date and accurate. Ask teachers, employers, or coaches to write you letters of

recommendations. Give them any forms that colleges require and follow up to make sure the letters are mailed on time.
Pick up a copy of the CSS Profile Registration Guide from your high school guidance office to see if any of the colleges on your list require this financial aid application form. If so, register for the Profile service.

OCTOBER

Attend a regional college fair to further investigate the college on your list. Make sure that your transcript and test scores have been sent. Set aside plenty of time to draft, edit, and re-write application essays. Be sure to give your parents enough time to help you fill out any college financial aid forms, such as the CSS Profile. If applying for early decision, send in your application now. Sign up for December/January tests, if necessary. Begin to send in applications; be sure to keep copies of everything you send, with the date on which it was mailed.

NOVEMBER

Continue to file admissions applications. Obtain the Free Application for Federal Student Financial Aid (FAFSA) from your high school. You can also file the FAFSA on-line.

DECEMBER

File your last college applications. If you've applied for early decision, you should have an answer by now.

JANUARY

Request that your high school send the transcript of your first semester grades to the colleges to which you've applied.

Work with your parents to complete the FAFSA on or as soon after January 1 as possible. Send it in no later than February 1. If the financial aid processor requests additional information in order to process your application, submit it promptly. Check with your high school to find out if your state student aid program requires an additional application.

FEBRUARY/MARCH

Monitor your applications to make sure that all materials are sent and received on time. Review your Student Aid Report (SAR) for accuracy. If necessary, correct any inaccurate items on the SAR and return it to the FAFSA processor (if you had a college transmit your FAFSA data directly, you must notify the college of any changes or corrections). If you have not received an SAR four weeks after you file your FAFSA, call 1-800-4FED-AID to inquire about your application status.

When a corrected SAR is returned to you, review it one more time. Then, if it is correct, keep a copy for your records. If a college requests your SAR, submit it promptly. Do this even if the SAR says you are not eligible to receive a Federal Pell Grant, as the college may be able to offer you other aid based on the information in that report.

If you haven□t decided on a favorite campus, try to arrange a second visit. Talk to students and sit in on some classes so you can make an informed decision.

APRIL

Review your financial aid award letters with your parents; be sure that you understand the terms and conditions that apply to each type of aid offered.

Decide on the college that you will attend and send in your tuition deposit. Notify in writing the other colleges that accepted you that you have selected another school. This is an important step. Other students will be hoping to receive your spot! Be sure to respond by May 1.

If your first choice college places you on its waiting list, do not lose all hope. Some students are admitted off the waiting list. Contact the college, let the admissions office know you are still very interested, and keep the college updated on your activities.

Remind your parents to check their eligibility for the HOPE and Lifetime Learning tax credits when they file their taxes. Next year, they may be able to reduce their taxes by up to $1,500 by claiming one of these credits for college expenses.

MAY

Work with your parents to establish a budget for your books, supplies, and living expenses. Determine how much of the budget grants and scholarships will cover, how much your parents will contribute, and how much you will need to supply. Then determine how much of your contribution will come from savings, from a student loan, and from what you might earn at an academic year job. Then, if necessary, complete a loan application form. Be sure you understand the terms of the loan before you and/or your parents sign a promissory note.

If you want to live on campus, and have not already done so, complete a housing/meal plan application.

Take Advanced Placement exams, if appropriate.

JUNE

Request that your high school send a copy of your final transcript to the college you will attend. Notify the college of any private grants or scholarships you will receive.

Find out when payment for tuition, room, board, etc. will be due and investigate whether your college offers a tuition payment plan that lets you remit these charges in installments. Be sure you understand how financial aid will be disbursed and whether you can deter bill payment until the funds are available.

Apply for a summer job. Plan on saving a portion of your earnings for college.

Look for information from your new college about housing, orientation, course selection, etc. If your financial aid package included a Federal Work-Study award, it may be your responsibility to find an appropriate job. Plan to follow up with the financial aid office as soon as you arrive on campus.

AUGUST/SEPTEMBER Pack for college and look forward to a great experience!

NOTE: This calendar is based on material from the National Association for College Admissions Counseling and the National Association of Student Financial Aid Administrators. The dates in this calendar are approximate. Be sure you know and adhere to all college deadlines.

Questions to Bring to Your College's Disability Services Offices

What kind of interpreters are available, sign language interpreters, oral interpreters, cued speech interpreters?

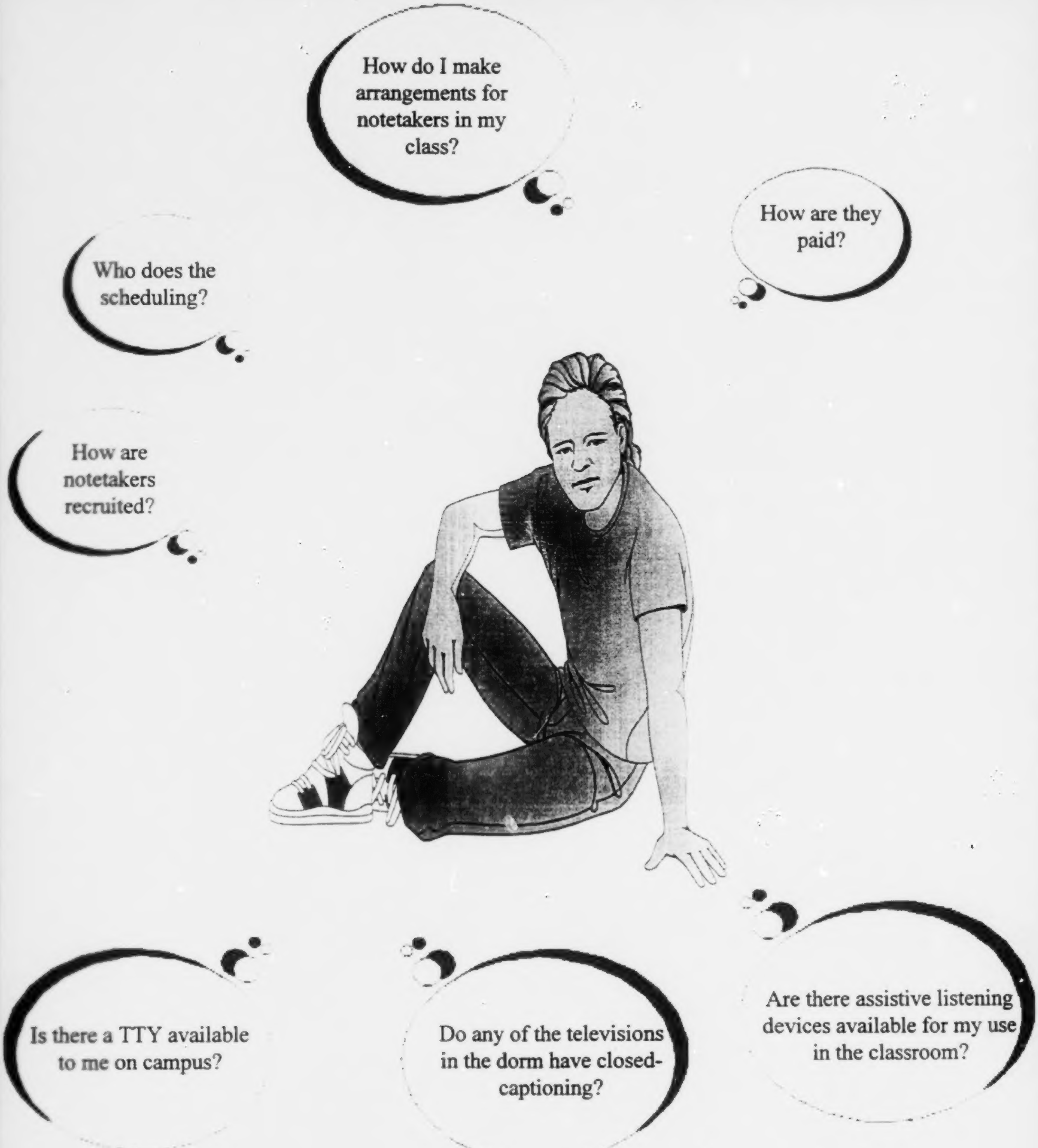
Are interpreters available for out of classroom activities?

Who makes arrangements for interpreters?

Will I get priority or early registration for classes?

What other services and/or programs are available in the community for someone with a hearing impairment?

Would I get academic and career counseling here in your office or from the general counseling offices on campus?


How do I make arrangements for notetakers in my class?
How are they paid?
Who does the scheduling?
How are notetakers recruited?
Is there a TTY available to me on campus?
Do any of the televisions in the dorm have closed-captioning?
Are there assistive listening devices available for my use in the classroom?

What is so Different About College Anyway?

Course syllabus

SEMESTER ASSIGNMENTS

No one checking over your shoulder

Learn to budget your own time

No one calls your parents if you miss class

LARGER CLASS SIZE

Possibly new living arrangements/roommates

No tardy rules

New environment

Must use self-discipline to complete assignments/required readings

Form study groups outside of class

New friends

New experiences / opportunities

May need tutoring in college

Professor's office hours

Use e-mail to contact professors after class

Learn to use a much more extensive library

Must request your own interpreter, transliterator and/or captionist

Learn to budget your own money

FINANCIAL
AID

Understanding Financial Aid For College

Edited Version: Reprinted from HEATH

There are many resources available to assist you in paying for your postsecondary education. When you decide to attend college there are many other expenses you need to consider other than only tuition such as:

1. Housing (dorm or apartment)
2. Books
3. Transportation
4. Meals
5. Campus Activities

You should visit the Financial Aid office at your college before school starts to get the required financial aid applications and paperwork. There are three (3) basic types of Federal financial aid available for college:

1. Grants and Scholarships which do not have to be repaid

2. Money borrowed to cover school expenses and must be repaid with interest monthly after you graduate or withdraw from college.

3. Employment which allows a student to earn some of their college expenses.

You can receive a free booklet from the Federal Government about all three (3) of these types of financial aid by writing to the following address:

Federal Student Aid Programs
Box 84
Washington, D.C. 20044

(800-433-3243 or 800-730-8913 TDD)

Some colleges and other entities may also offer aid that is merit-based, which means that funds are provided to students without regard to financial need, if certain conditions (such as high grades) are met. The financial aid office at your school is a good resource for locating merit-based financial aid information. This office can also give you information about the availability of financial aid provided through the State of Louisiana. It is important to apply for financial aid early and make sure that the information you write on the forms is accurate. It is important to note that students served by Vocational Rehabilitation are required to apply for student financial aid under the guidelines of the Vocational Rehabilitation/Financial Aid Cooperative Agreement.

Supplemental Security Income (SSI) is another program in which you might qualify for financial assistance. It is a Federal program set up to provide financial assistance to persons who are aged, blind and disabled who have little or no income and resources. The amount of SSI payment is dependent upon the income and resources of the client. You should be aware that earnings from work-study or other work may affect SSI benefits.

Here are some helpful pointers that will help you in obtaining financial aid for college:

1. Investigate financial aid opportunities with your high school counselor.
2. Write or visit the college of your choice and request financial aid application forms.
3. Begin the application process with your Vocational Rehabilitation Counselor.
4. Begin the application process with the Social Security Administration for SSI.
5. Make sure that your IEP or ITP in high school includes your academic and vocational goals.
6. Mail the appropriate financial aid forms as soon as possible after January 1st of your graduating year.
7. Keep track of the dates in which you send all financial aid forms. You should receive an acknowledgment of receipt of the form within six (6) weeks and a Student Aid Report (SAR) within six (6) weeks of the acknowledgment. If you have not received any response within eight (8) weeks, call the Student Aid center at the number listed on the form.
8. When the SAR arrives, send it to the financial aid offices of the colleges on your list.
9. Keep in touch with the financial aid office during the course of the application process to verify that they have received your SAR and that they are processing your aid package.
10. If you are a VR client, be sure that your counselor is in touch with your college financial aid office.
11. Be on time and accurate in filling out the application forms. If possible, have someone else read them and check them for accuracy. Keep at least one copy of each completed form for your own file in case problems arise.

Paying for College:
A Brief Look at Student Financial Aid Programs

from http://www.CollegeIsPossible.org/paying/financial.html

Forms of Financial Aid

Financial aid refers to the wide variety of programs that help students and families pay for college or graduate school. Financial aid is available in three forms: grants and scholarships, which do not have to be repaid; loans, which have to be repaid; and work-study, which provides aid in exchange for work, usually in the form of campus-based employment.

Three major sources provide the bulk of student financial aid: the federal government, state governments, and colleges and universities. The federal government is the largest single provider, underwriting 72 percent of all financial aid available, mostly through loans. Private sources of aid, such as scholarships from companies and loans from nongovernmental organizations, also are available.

Most student aid - and almost all aid provided by the federal government - is awarded to students based on their or their families□ ability to pay. Other aid is merit-based; students receive it on the basis of their individual achievement and not entirely according to family need.

Scope of Financial Aid

Approximately 16.7 million students are enrolled in postsecondary study in the United States. Over half of these students receive some form of financial aid.

Some $60 billion in financial aid was provided to students in 1997-1998, including federal and nonfederal loans, federal and state grants, and institutional grants.

Determining Financial Aid Packages

Undergraduates are offered financial aid in the form of a package - a combination of grants, loans, and work-study. The first step in determining a student□s financial aid package is through the process of need analysis. There are two formulas for need analysis. The first is conducted by the federal government to determine eligibility for its programs. The second is sometimes conducted by colleges and universities to determine how they will distribute their own institutional aid.

The process of need analysis determines how much students and their families are expected to contribute from their own resources (expected family contribution, or EFC) and how much aid students are eligible to receive. When the federal government conducts a financial need analysis, it considers the family□s income and assets (but ignores assets for families that make less than $50,000 a year), the family□s size, the number of parents, the age of the older parent, and the number of other family members enrolled in postsecondary study. The federal formula typically expects a family contribution of approximately 5 percent of net worth.

The amount of financial aid an undergraduate qualifies for is determined by subtracting expected family contribution from the total price of attending the institution. Total price includes tuition, fees, room and board, and other expenses. The gap that exists between a family's expected contribution and the price of attending may be filled by a number of federal and state grant and loan programs, aid provided by institutions, and private sources of aid.

Major Student Financial Aid Programs

Federal Grant Programs

The federal grant programs are aimed at the neediest students, and provide aid that does not have to be repaid. They are often combined into a single financial aid package by institutions.

Pell Grant Programs

The Pell Grant program provides grants to low-income undergraduates to help them pay for college. In 1997-98, this program provided $6.2 billion in grants to 3.7 million undergraduate students at 5,900 postsecondary education institutions. Individual grants ranged from $400 to $2,700; the average grant was $1,700. The average family income of Pell Grant recipients who were dependent on their parents for financial support in 1996-97 was $19,260. The average income for financially independent students was $10,700. In 1998-99, the maximum grant was $3,000.

Supplemental Education Opportunity Grant (SEOG) Program

The SEOG program provides grants to low-income students, and generally helps supplement the aid they receive from Pell Grants and other sources. Federal funds provide for 75 percent of the award; the college or university contributes the remaining 25 percent or more. In 1997-98, the program provided $583 million in federal funds to approximately 991,000 students at approximately 3,800 postsecondary institutions. In 1996-97, awards ranged from $100 to $4,000; the average grant was $700.

State Student Incentive Grant (SSIG) Program

This program, which provides incentives for states to provide grants to students who attend college, has played a significant role in encouraging every state to create and maintain its own student grant program. States are required to provide at least 50 percent of the funding for this program. In 1997-98, federal SSIG funds provided $50 million in grants to students who attended postsecondary education. Including state matching funds, approximately 167,000 students received SSIG funds in 1997-98.

Federal Loan Programs

These loans are guaranteed by the federal government, and are designed to give students flexible repayment options.

Tuition Opportunity Program for Students (TOPS)

Louisiana's Tuition Opportunity Program for Students (TOPS) is a comprehensive program of state scholarships and one of the most progressive student assistance programs in the nation.

To apply for all TOPS awards you must submit the Free Application for Federal Student Aid (FAFSA) for the academic year following the year you graduated from high school. For example, if you will graduate from high school in school year 2000-2001, submit the 2001-2002 version of the FAFSA. You must enter the name of a Louisiana postsecondary school on the FAFSA for your application to be considered. The FAFSA may be filed after January 1st and before April 15th for priority consideration and must be received by the final state deadline of July 1st. A FAFSA may be obtained from your high school guidance counselor or college financial aid office or by calling the Office of Student Financial Assistance at (800) 259-5626 or you may apply over the internet at: http://www.fafsa.ed.gov.

Federal Family Education Loan (FFEL) Program

The FFEL program makes loans available to students and their families through some 7,100 participating private lenders. The federal guarantee protects FFEL lenders against loss from borrower default. In 1997-98, the program made 5.6 million loans for a total amount borrowed of over $21 billion.

William D. Ford Direct Student Loan Program

The Direct Student Loan program uses federal Treasury funds to provide loan capital directly to schools, which then disburse loan funds to students. The program began operation in the 1994-95 with approximately 7 percent of total U.S. student loan volume. In 1997-98, it made loans for a total of nearly $11 billion.

Both FFEL and Direct Loans feature three types of loans with similar fees and maximum borrowing amounts:

Subsidized Stafford Loans

These are subsidized, low-interest (currently no more than 8.25 percent) loans based on financial need. The federal government pays the interest while the student is in school and during certain grace and deferment periods. In fiscal year 1997, almost 5.2 million loans were issued, representing $18 billion. The average loan was approximately $3,500.

Unsubsidized Stafford Loans

These loans are offered at the same low rates as subsidized Stafford Loans, but the federal government does not pay interest for the student during in-school, grace, and deferment periods. In fiscal 1997, 3 million loans were issued, representing $11.2 billion. The average loan was approximately $3,800.

PLUS Loans

These loans are available to parents of dependent undergraduate students, and have an interest rate of no more than 9 percent. The federal government does not pay interest during deferment periods. In fiscal 1997, approximately 487,000 loans were issued, representing $3 billion.

Perkins Loan Program

This program provides low-interest (5 percent) loans to undergraduate and graduate/professional students who demonstrate financial need. Loans are provided through a fund consisting of new federal capital contributions (FCC), institutional contributions, and loan repayments from prior borrowers. The FCC is matched 25 percent by colleges and universities. Undergraduates are eligible to borrow up to $3,000 per year, for a maximum of $15,000. Graduate students are eligible to borrow up to $5,000 per year, for a cumulative maximum (including undergraduate Perkins Loans) of $30,000. In 1997-98, the program made loans to about 788,000 students at approximately 2,700 institutions. Over half of the loan funds go to students with family income of $30,000 or less.

Other Federal Programs

Federal Work-Study (FWS) Program

This program provides part-time jobs to undergraduates graduate/professional students who use the earnings to finance their educational programs. Federal funds cover up to 75 percent of wages, with the remaining 25 percent or more being paid by colleges and universities or businesses. In 1997-98, this program provided $830 million in federal work-study funds to approximately 945,000 students attending 3,900 postsecondary institutions. In 1996-97, average student earnings from the program were $1,194. Half of the recipients came from families with income less than $30,000.

TRIO Programs

These programs are designed to help low-income Americans enter and complete college. TRIO provides services to over 700,000 low-income students, including assistance in choosing a college; tutoring; personal and financial counseling; career counseling; and workplace visits. Two-thirds of the students served must come from families in which neither parent is a college graduate and total income is less than $24,000.

Specialized Federal Programs

Federal aid is also available from a variety of agencies outside the Department of Education. This aid, including fellowships, internships, grants, and loans, can be need-based or merit-based, depending on the program. These programs include: Graduate Assistance in Areas of National Need, National Science Foundation predoctoral fellowships (minority and general graduates), the Robert C. Byrd Honors Scholarship program, and college grants provided to volunteers in the Americorps national service programs. These programs provided more than $2.3 billion to students in 1996-97.

State Programs

The federal State Student Incentive Grant (SSIG) program, which provided states with $50 million in matching funds for 1997-98, has played a significant role in encouraging every state to create and maintain its own student grant program. In 1996-97, state contributions to SSIG and other grant programs provided students with $3.2 billion in assistance. State loan programs provided $300 million. State programs accounted for approximately 6 percent of all aid available in 1996-97.

Institutional Programs

Grants from institutional sources are the second most common type of aid available to students. Nearly 20 percent of available aid comes from colleges and universities. Since 1987-88, institutions have doubled the amount of grant aid they provide, from $5 billion to $10 billion in inflation-adjusted dollars.

Tax Benefits for College Students

In addition to financial aid, students and their families have access to several federal tax benefits that help lower their college expenses. These benefits, which were passed as part of the Taxpayer Relief Act of 1997, will provide $40 billion in student assistance over the next five years. Thirty-five billion dollars of that will be provided through the Hope Scholarship and Lifetime Learning tax credits:

Hope Scholarship Tax Credit

The Hope Scholarship tax credit allows students, or their parents or guardians, to claim up to $1,500 per student per year for out-of-pocket tuition and fee expenditures. This $1,500 tax credit may be claimed for the first two years of undergraduate study, calculated as follows: the tax credit equals 100 percent of the first $1,000 spent on tuition fees, and 50 percent of the next $1,000. The Hope credit is available to taxpayers with a gross income of up to $50,000 (up to $100,000 for joint filers). The credit is phased out on a sliding scale for taxpayers earning $40,000 and above (and $80,000 and above for joint filers).

Lifetime Learning Tax Credit

The Lifetime Learning tax credit allows college students or their families to claim up to 20 percent of qualified out-of-pocket tuition expenditures per year. The Lifetime Learning credit, which may be claimed for an unlimited number of years for both undergraduate and graduate study, allows qualified taxpayers to claim a tax credit equal to 20 percent of the first $5,000 spent on tuition and fees through the year 2002, and 50 percent of up to the first $10,000 spent on tuition and fees thereafter. The Lifetime Learning credit is available to taxpayers with a gross income of up to $50,000 (and up to $100,000 for joint filers).

Education Savings

Penalty-free withdrawals are permitted from IRAs for undergraduate and graduate education. In addition, new "Education IRAs" can be funded with annual, nondeductible contributions of up to $500 per child. The earnings on these accounts are tax-free if the funds are withdrawn to pay college tuition. Eligibility to make contributions to Education IRAs is phased out for contributors with adjusted gross income between $95,000 and $110,000 for single taxpayers ($150,000 and $160,000 for joint filers).

Deduction for Student Loan Interest

The new deduction for student loan interest allows borrowers to deduct interest paid in the first 60 months on any loan used for college expenses. .This deduction is available to all taxpayers, regardless of whether they take the standard deduction or itemize their deductions. The maximum deduction will be $1,000 in 1998; $1,500 in 1999; $2,000 in 2000; and $2,500 in 2001 and thereafter. The deduction is phased out for single taxpayers with adjusted gross income of between $40,000 and $55,000 ($60,000 and $75,000 for joint returns).

Exclusion for Employee Education Benefits (Section 127)

This provision allows workers to exclude from taxable income up to $5,250 a year in undergraduate tuition assistance provided by their employers.

Karla Scherer Foundation

The Karla Scherer Foundation provides scholarships for women and girls wishing to pursue business careers in the private sector. The scholarships aim to help more women take their places in the business world, reach higher professional levels and fulfill their potential. The foundation is especially interested in individuals focusing on economics and finance in the private manufacturing-based sector.

Females from any age, from high school students to Ph.D. candidates, are eligible for the scholarships. Applicants must be candidates for an undergraduate or graduate degree at a qualifying college or university and must maintain an acceptable scholastic level.

Funds: The foundation does not set dollar limits on individual scholarships and does not make a predetermined number of awards.

Deadlines: None. Applications are reviewed regularly.

Application Process:

Applicants should write to the foundation office requesting an application form, identifying the school or schools to which they are applying, listing the courses they plan to take and explaining how they plan to use their education in their chosen career.

Contact:

Karla Scherer Foundation
100 Renaissance Center, Suite 1680
Detroit, MI 48243-1009
Phone: (315) 259-4520 (Voice/TDD)
Fax: (313) 259-4521

Minnie Pearl Scholarship Program

All Minnie Pearl Scholarship recipients are exceptional students. They have achieved academic excellence, are class leaders, and are aspiring to even higher levels after high school. Even more remarkable, these students have been able to reach such high goals in spite of being deaf/hard of hearing.

This year, the EAR Foundation will award fourteen $2,000 scholarships to deaf/hard of hearing students who will be attending prestigious colleges across the United States.

All applicants must:

- Be a high school senior with at least a 3.0 cumulative grade point average.
- Have significant bilateral hearing loss
- Have already been accepted as a full time student at the University of their choice, but not yet be in attendance.
- Be mainstreamed, deaf/hard of hearing, and a United States Citizen.

Contact: The EAR Foundation
2000 Church Street, Box 111
Nashville, TN 37236
Phone: 1-800-545-HEAR (Voice/TDD)

Deadline: February 15th of each year

The
Malcolm J. Norwood
Scholarship

The National Captioning Institute (NCI) is offering scholarships to eligible deaf and hard of hearing students studying for careers in media communication and/or media technology, in honor of Dr. Malcolm J. Norwood. Dr. Norwood was the chief of Media Services for the U.S. Department of Education. As chief of Media Services, Dr. Norwood supervised the development of the closed captioned television technology.

Contact: Interested students can receive applications by writing:

Dr. Malcolm J. Norwood Memorial Award Panel
National Captioning Institute
1900 Gallows Road, Suite 3000
Vienna, VA 22182

Deadline: April 1st of each year

The
FIND/SVP
Scholarship

FIND/SVP celebrates 25 years of providing expert problem-solving advice and research. This scholarship rewards eight students with financial awards. Eligibility includes:

- Applicants must currently be enrolled or anticipate full- or part-time enrollment in an undergraduate or master's degree program in the following areas: Business, Library Science, Computer Technology, Information Studies, Market Research or Journalism/Communications.
- Must be a legal resident of the United States
- Essays or video tapes will be required as part of the application process.

Contact: For information or an application, please contact:
Connie Gruber
Director of Human Resources
FIND/SVP

Please send all scholarship applications and materials to:

FIND/SVP Scholarship Committee
FIND/SVP
625 Avenue of the Americas
New York, NY 10011

Deadline: April of each year

Allie Raney Hunt
Memorial
Scholarship Award

To provide financial assistance for post secondary education to profoundly deaf and other disabled students:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must be speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than hearing loss are especially encouraged to apply.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 2007-2778
Phone: (3033) 337-5220

Deadline: April of each year

Sertoma International Scholarships

Sertoma International is now accepting applications for scholarships for all deaf and hard of hearing college students pursuing four-year degrees. This organization will provide ten awards of $1,000 each to students attending universities in the United States or Canada. This scholarship program has been made possible through a donation by Oticon, Inc. and Phonic Ear Inc. Both companies are well known for the hearing instruments they create and produce.

Applicants must have:

- A 3.0 cumulative gpa average on a 4.0 scale.
- Have a documented hearing loss
- Be a full-time entering or continuing student in a four-year degree program at a college or university in the United States or Canada.

Contact: Terri McCaffrey
Sertoma Director of Sponsorships & Communication
1912 East Meyer Boulevard
Kansas City, Missouri 64132
Phone: (816) 333-8300 (Voice/TDD)
Fax: (816) 333-4320

Deadline: May of each year

Auxiliary of the National Rural Letter Carriers' Association

Scholarship Award

The Auxiliary of the National Rural Letter Carriers' Association provides financial assistance for postsecondary education to profoundly deaf students.

Eligibility:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007-2778
Phone: (202) 337-2778

Deadline: April of each year

Herbert P. Fiebelman Jr
Scholarship
Award

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

Eligibility:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007-2778
Phone: (202) 337-5220

Deadline: April of each year.

David Von Hagen Scholarship Award

To provide financial assistance for postsecondary education to profoundly deaf students.

Eligibility:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.
- Preference will be given to science and engineering students.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007-2778
Phone: (202) 337-5220

Deadline: April of each year.

Lucille A. ABT
Scholarship
Awards

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

Eligibility:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007-2778
Phone: (202) 337-5220

Deadline: April of each year.

Maude Winkler
Scholarship
Awards

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

Eligibility:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007-2778
Phone: (202) 337-5220

Deadline: April of each year.

Robert H. Weitbrecht Scholarship Awards

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

Eligibility:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007-2778
Phone: (202) 337-5220

Deadline: April of each year.

Volta Scholarship Award

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

Eligibility:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

Contact: Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007-2778
Phone: (202) 337-5220

Deadline: April of each year.

National
Fraternal Society
# of the Deaf
Scholarships

To provide financial assistance for postsecondary education to members of the society.

Eligibility:

Deaf, hard of hearing, or hearing persons who are enrolled in or accepted to a postsecondary educational institution are eligible to apply, if they have been members of the National Fraternal Society of the Deaf for at least 1 year prior to application.

Contact: National Fraternal Society of the Deaf
1300 West Northwest Highway
Mount Prospect, IL 60056
Phone: (708) 392-9282 (Voice)
(708) 392-1409 (TDD)

Deadline: June of each year.

Alan B., '32
and Florence B., '35
Crammattee
Fellowship

To provide financial assistance to deaf graduate students who wish to pursue graduate study in a field related to business at universities for people who hear normally.

Eligibility:

- Applicants must be hearing impaired graduates of Gallaudet University or other accredited colleges or universities who have been accepted to graduate study in a business-related field at colleges or universities for people who hear normally.
- Preference is given to applicants who possess a master's degree or equivalent and are seeking the doctorate.

Contact:
Gallaudet University Alumni Association
Alumni House, Kendall Green
Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002-3695
Phone: (202) 651-5060 (Voice)
(202) 651-5061 (TDD)

Deadline: March of each year.

Betty G. Miller
Scholarship
Award

To provide financial assistance to deaf women who are interested in graduate education.

Eligibility:

- Deaf women who are college students
- Must be a alumni of Delta Epsilon Sorority
- Must be interested in pursuing a doctoral degree.

Contact: International Alumnae of Delta Epsilon Sorority
c/o Janie Golightly
2945 Jessup Road
Jessup, MD 20794

Deadline: March of each year.

Gallaudet University Alumnae Fellowships:

Boyce R. Williams, '32, Fellowship
David Peikoff, '29, Fellowship
Doris B. Orman, '25, Fellowship
Graduate Fellowship Fund
Henry Syle Memorial Fellowship for Seminary Studies
James N. Orman, '23, Fellowship
John A. Trundle, 1885, Fellowship
Old Dominion Foundation Scholarship

To provide financial assistance to deaf graduate students who wish to pursue graduate study at universities for people who hear normally.

Eligibility:

- Must be hearing impaired graduates of Gallaudet University or other accredited colleges or universities, who have been accepted for graduate studies at colleges or universities where people hear normally.
- Preference is given to applicants who possess a master's degree or equivalent and are seeking the doctorate.

Contact: Gallaudet University Alumni Association
Alumni House, Kendall Green
Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002-3695
Phone: (202) 651-5060 (Voice)
(202) 651-5061 (TDD)

Deadline: March of each year.

Iades Scholarship

To provide financial assistance to deaf women who are interested in graduate education.

Eligibility:

- Deaf women who are college graduates and are interested in pursuing a doctoral degree.
- They do not need to be members of Delta Epsilon.

Contact: International Alumnae of Delta Epsilon Sorority
c/o Janie Golightly
2945 Jessup Road
Jessup, MD 20794

Deadline: March of each year.

William C. Stokoe Scholarship

To increase the number of deaf social scientists who are actively involved in research on sign language or the deaf community by providing financial aid to a deaf graduate student.

Eligibility:

- Any deaf student who is pursuing part-time or full-time graduate studies in a field related to sign language or the deaf community, or who is developing a special project on one of those topics.

Contact: National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
Phone: (301) 587-1788 (Voice)
(301) 5870-1789 (TDD)
(301) 587-1791 (Fax)

Deadline: March of each year

ACCOMMODATIONS

Post Secondary Program Interview
Accommodation Availability Checklist

Date: ____________________ Name of College:

Post Secondary In-Classroom Support Services:

Permission to Tape Class Notes/Lectures	☐ Available	☐ Not Available	☐ Can be arranged
Acoustically Sound Classrooms	☐ Available	☐ Not Available	☐ Can be arranged
Carbonized Notetaking Paper / NCR Paper	☐ Available	☐ Not Available	☐ Can be arranged
Closed-Caption TV in Classroom(s)	☐ Available	☐ Not Available	☐ Can be arranged
Preparatory Activities	☐ Available	☐ Not Available	☐ Can be arranged
Videotaped Lectures/Instructional Materials With Closed Captioning	☐ Available	☐ Not Available	☐ Can be arranged
Faculty Considerations	☐ Available	☐ Not Available	☐ Can be arranged
Notetakers	☐ Available	☐ Not Available	☐ Can be arranged
Provide Copies of Handouts/Lectures Early	☐ Available	☐ Not Available	☐ Can be arranged

Communication Facilitation:

Oral Interpreting	☐ Available	☐ Not Available	☐ Can be arranged
Cued Speech Transliterating	☐ Available	☐ Not Available	☐ Can be arranged
Sign Language Interpreting	☐ Available	☐ Not Available	☐ Can be arranged
Real-Time Captioning	☐ Available	☐ Not Available	☐ Can be arranged
Assistive Listening Devices	☐ Available	☐ Not Available	☐ Can be arranged

Student Support Services (Outside of Classroom):

Academic Tutoring	☐ Available	☐ Not Available	☐ Can be arranged
Specialized Curriculum	☐ Available	☐ Not Available	☐ Can be arranged
Learning Centers	☐ Available	☐ Not Available	☐ Can be arranged
Computer Labs	☐ Available	☐ Not Available	☐ Can be arranged
Early Academic Advising	☐ Available	☐ Not Available	☐ Can be arranged
Priority Registration	☐ Available	☐ Not Available	☐ Can be arranged
Peer Mentors	☐ Available	☐ Not Available	☐ Can be arranged
Peer Support Groups	☐ Available	☐ Not Available	☐ Can be arranged
Speech and Hearing Clinic on Campus	☐ Available	☐ Not Available	☐ Can be arranged

On Site Equipment Requirements (Program Responsibility):

TTY/TDD for Campus Use	☐ Available	☐ Not Available	☐ Can be arranged
Visual Alert/Alarm Devices	☐ Available	☐ Not Available	☐ Can be arranged
Alarm Devices	☐ Available	☐ Not Available	☐ Can be arranged
Telephone Amplifier on Phones	☐ Available	☐ Not Available	☐ Can be arranged

Equipment for Your Own Use, if desired (Student Responsibility):

TTY/TDD for Dorm Use	☐ Available	☐ Not Available	☐ Can be arranged
Alert/Alarm Devices	☐ Available	☐ Not Available	☐ Can be arranged
Closed Captioned TV for Dorm Room	☐ Available	☐ Not Available	☐ Can be arranged
Amplified Telephone/Handset	☐ Available	☐ Not Available	☐ Can be arranged

Introduction to Disability Services

Support services personnel for students with disabilities on college campuses have different titles and work out of different offices from campus to campus. Ask for the Office for Disability Services or Office for Special Needs. If you still cannot locate the right person or office, contact the college's 504 Compliance Officer through the Affirmative Action Office and ask for a referral to the appropriate office for support services.

It is helpful to bring a list of questions when meeting with the Disability Services office. The Post Secondary Program Accommodation Checklist in this section lists accommodations that might be available through the program's support services or your own resources.

Disability Service Counselor/Coordinator Responsibility

These responsibilities vary from campus to campus depending on the resources available. Usually the individual who is responsible for services for students who are deaf and hard of hearing will be responsible for coordinating the services you request, which are appropriate for your classes. Some campuses may not have an individual who works exclusively with deaf and hard of hearing students, but does work with all students with disabilities. Regardless of the particular makeup of disability services, some important functions and responsibilities are the same from one campus to another.

Documentation of Your Disability

Documentation of your disability is mandated by the ADA in order for postsecondary programs to provide accommodations. Documentation of your hearing impairment is usually satisfied by an audiological evaluation which indicates the presence of your hearing loss and its scope. Interpretation of your audiogram provides essential information in understanding your needs.

Documentation can also include a medical doctor's diagnosis. When there is a secondary disability such as a visual, cognitive processing disorder, psychological disorder, etc., specific evaluations, such as medical, psychological or specialist examinations need to be obtained. With your permission, a signed medical release form can be used to obtain information from medical doctors, medical facilities, rehabilitation agencies, and previous secondary and postsecondary education programs.

Accommodation Request Forms

Accommodation request forms indicate what specific support services you might require, based on the documentation(s) you have provided. This form is signed by you, the authorized representative of the disability services office, and class instructors to ensure that communication about what will take place is clear to everyone. Sometimes it is appropriate to distribute a copy to the testing center or another academic support component of the college if you will require accommodation provided by that program. Accommodations are based on your needs although those needs can change over a period of time from the initial request. It is important to work closely as a team to ensure that your needs are being met.

Student Accommodations

Interpreting/Transliterating Services

One of the most critical components for any program for deaf and hard of hearing student is interpreting services. The success of your educational experience is greatly dependent on the quality and availability of interpreting services. The interpreter most often is situated in the front of the classroom and near the instructor to allow you to have both the interpreter and instructor in your field of vision to enhance your visual cues.

Some programs utilize part-time interpreters on a contract basis depending on the need for interpreting services. Other programs have full-time interpreters on staff. Still others utilize both full-time and part-time interpreters. This varies with the size of the program and your enrollment. The extent and skill of interpreting services needed for each student is dependent on enrollment and curriculum requirements, such as whether it is a lecture class or a lab.

What is a Qualified Interpreter?

The Americans with Disabilities Act of 1990 states:

> When an interpreter is required, the public accommodation should provide a qualified interpreter, that is, an interpreter who is able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf. This communication must be conveyed effectively, accurately, and impartially, through the use of any necessary specialized vocabulary.

Being able to interpret effectively, accurately and impartially, both receptively and expressively determines whether one is qualified, not whether he or she is certified by an official licensing body. An individual does not have to be certified in order to meet this standard. A certified interpreter may not meet this standard in all situations, e.g., where the interpreter is not familiar with the specialized vocabulary involved in the communication at issue.

Equally important, being able to sign does not mean that a person can process spoken communication into proper signs, nor does it mean that he or she possesses the proper skills to observe someone signing and change their signed or fingerspelled communication into spoken words. Signing and interpreting are NOT the same thing. A qualified interpreter must be able to interpret both receptively and expressively.

There are several types of interpreting services which may be used in the academic setting. They are listed as:

- **Sign Language Interpreting** - ASL, signed English, or pidgin, the interpreter "visually" relays the spoken word to you in whatever sign system agreed on.

- **Oral Interpreting** - the interpreter "mouths" the words spoken for the deaf or hard of hearing student. Sign language may sometimes be used as a filler.

- **Tactile Interpreting** - is used by deaf-blind students who need to "feel" the formation of signs that the interpreter is making. The student's hands are placed on top of the interpreter□s hands during interpreting. On-the-palm printing can also be used by some students.

- **Low-Vision Interpreting** - is used by deaf/low-vision students who cannot see the interpreter from a usual distance. The interpreter and student face each other at a closer distance, so that the interpreter is in the line of vision.

Hints for Students: Using Interpreters / Transliterators

While interpreting, the interpreter cannot listen to the instructor, interpret, and understand what you are saying at the same time. If you need clarification from the instructor or class participants, raise your hand and ask your question. Your interpreter will voice your questions and/or responses; therefore, do not sign/cue anything that you do not want voiced in class.

Let your interpreter know what method of communication you prefer:
- Do you depend mostly on lipreading?
- Do you prefer sign language with lipreading?
- When you speak in class, do you want the interpreter/transliterator to voice for you or will you speak for yourself?

Clarification and discussion of your preferences at the beginning of the semester can help you avoid misunderstandings. It is important for you to work at keeping communication open.

How to Request an Interpreter/Transliterator

1. Check your college's procedures. For most colleges, in order to receive interpreting/transliterating services outside of the classroom you must complete a Request for Interpreter/Transliterator form at least 24 hours in advance.

2. You must know the starting time and the approximate ending time as well as the room number of the assignment to request an interpreter/transliterator.

3. You may request a specific interpreter/transliterator for an assignment and all efforts will be made to provide your preference. However, keep in mind that your preference of an interpreter/transliterator may not always be available at the time requested.

4. Remember to cancel any services that you have requested if you decide not to attend. Failure to do so will result in a "No Show" being recorded. You may lose your services after failing to notify the disability services offices that you will not be in class after a certain number of no-shows.

Utilizing Notetaking Services

Notetaking services can be a vital service for you in the classroom. It will be very difficult for you to watch an interpreter or read a professor's lips and take notes at the same time. Many deaf and hard of hearing students use notetakers on a regular basis to supplement class lectures and labs along with an interpreter, transliterator or an assisted listening device. Notetaking is a service that must be rendered when requested by a student with a documented disability. There are a variety of notetaking services that may be offered by your college, including:

- A volunteer notetaking system which is usually another classmate who agrees to share notes with you.

- An instructor can identify a student in class to take notes for you (instructors may know their students' capability as a notetaker based on prior classes).

- A paid notetaking system is usually a notetaker that is either selected by the college or by you and is paid by Disability Services to share their notes. This notetaker may be a fellow classmate.

- Provision of the instructor's lecture notes is another system of obtaining notes directly from the instructor after class. This system must be mutually agreed upon by Disability Services and the instructor. This is usually an option when there is not a notetaker available.

Notetaking services are provided to supplement the classroom experience and are not meant to be used as a substitute for attending class. Most colleges will not allow you to obtain copies of the class notes from your designated notetaker if you miss class. Notetakers are typically not responsible for providing information to you when you are late for class or do not show up.

If you encounter any problems with a notetaker, you might want to discuss with the individual your preference in notetaking styles or offer suggestions for improvement of the notes. If the quality of notes continues to be less than acceptable, make sure that you inform the Disability Services office immediately in order for an alternative arrangement or accommodation to be provided.

The next page offers some suggestions and tips to provide to the notetakers assigned to your classes.

Tips for Notetakers

(Excerpts taken from the University of Arkansas at Little Rock's Notetaker's Handbook)

Get ready to listen as the professor walks into the room. Don't wait until he/she officially begins class. Many professors do a brief review of the last class or answer questions before starting that day's lecture.

- Watch the professor closely. Physical cues can help you identify important points.

- Tune in for directions and cues regarding important information, both explicit and implicit such as:

    1. details repeated by the professor
    2. lists created by the professor
    3. names, dates and location
    4. anything spoken with emphasis or a change in voice inflection
    5. anything written on the board
    6. any information the professor says "will be on the test" or "you will see again".

- At the top of the first page write: Class name and number, date, professor's name and the student's name.

- Number and date all subsequent pages in numerical order. This allows the student to keep track of notes easily.

- Make notes of any assignments given or dates for upcoming exams on top of the first or bottom of the last page.

- Use 8 ½ x 11 inch paper (3-hole, not spiral), one side only. This leaves the other side for the student to add notes later. Using only one side of the paper ensures a cleaner, more readable copy.

- Leave plenty of white (blank) space. Do not write in the margins. It is difficult to read notes on a crowded page.

- Use a black pen. Black is easier to copy and to read. Note: When using self-carboning (carbonless), or carbon paper, write firmly to ensure good copies.

- Write legibly. Illegible notes are worthless.

- Leave blanks when you are unsure. You can go back later after class and check with the professor or the text to fill in the blanks.

- Use correct spelling or write “SP?” to help you in re-checking spelling.
- If no notes are taken for a class period (e.g., if the class goes to the library or for independent research), write at the top of the page the class, date, etc. as usual. Then write “NO NOTES” and briefly explain why.
- Remember to write down information that is written on the board or on overheads.
- Include information from videos in your notes. Videos are shown in class for a reason. While it is tempting to sit back and just watch, keep in mind that they contain important information.

Assistive Listening Devices

Most students who use a hearing aid have difficulty understanding speech due to competing background noise. Hearing aids have a tendency to enhance all sounds at the same time, drowning out the sounds of speech. Several amplification systems are available to improve hearing ability in large areas, such as lecture halls and auditoriums, as well as in interpersonal situations (group discussions, and instructor conferences). These systems work by delivering the speaker’s voice directly to the ear (with or without personal hearing aids), thus overcoming the negative effects of noise, distance and echo, thereby improving understanding ability.

The use of an assistive listening device (ALD) by students who are deaf or hard of hearing help you to hear the instructor more clearly. It is relatively simple to use. The instructor wears a transmitter that is attached to a small mike worn on the lapel. The transmitter can be placed in a shirt or skirt pocket or clipped over a belt. Moving around the classroom, the unit is not restricted at all and is very practical with no wires that are hazardous. You can wear a receiver with volume control and a headphone. There are no distractions that create problems in a classroom. These systems are designed to enhance the hearing acuity for the wearer. No other person in class is affected and the instructor is free to move around the classroom.

The only drawback in this system is that it cuts off all other sound in the classroom, e.g., discussions and questions by other students. Working around this may simply require the instructor to repeat the question of the classmate for your who is using the ALD. For classroom instruction, the use of the personal ALD, such as the one described, is ideal. However, in a large auditorium setting, for example, other systems may be more appropriate. (See assistive listening device heading for further details on these other systems).

There are four (4) types of assistive listening devices and systems (ALDs) available. They are listed below:

- FM Devices

- FM is an abbreviation for "frequency modulated" radio waves. FM systems consist of a transmitter and a receiver. With a microphone and transmitter, sound is converted in electrical energy. This energy is modulated to a specific FM radio frequency where it reaches the receiver which is tuned to the same frequency. The receiver, worn by you, demodulates" the radio signal and the electrical energy is then delivered to the ear of the listener. This can be accomplished in two ways; by using an earphone headset, or via a hearing aid with a "T" (telephone) switch and a magnetic neckloop. Using a neckloop requires the conversion of electromagnetic energy to electrical energy and then to acoustic energy. It sounds complicated when explained, however, it is a fairly easy system to use. A FM system provides good sound quality and is very effective for those with severe to profound hearing loss. Because the radio waves can penetrate walls, precaution must be taken to use separate frequencies in adjacent rooms.

- Infrared Devices

- An infrared listening system transmits sound via invisible lightwaves. An infrared transmitter can be directly connected from a sound source (e.g. microphone, T.V. jack). Speech enters the microphone where it is connected into the electrical energy, and then made louder at the amplifier. The electrical signal then enters the transmitter. At this point, the transmitter using lightwaves sends the electrical signal (speech) to the individual's wireless receiver where it is again changed back to electrical energy and thus, into sound. A neckloop with electromagnetic coil can also be used with this system, if one has a hearing aid with "T" switch. Individuals with a mild to moderate hearing loss seem to benefit more from the use of infrared amplification system than someone with a severe loss. Since lightwaves do not pass through walls, transmission is confined to the room containing the sound. Additionally, infrared systems are not affected by other nearby radio frequency signals, but clear transmission can be affected by a large amount of sunlight.

- Induction Loop Devices

- This system employs the use of a coil of wire that transmits electromagnetic energy. An audio loop transmits sounds via a loop of wire that surrounds a seating area. There are two types of loops; a room loop, or a neckloop. Both of these coils have wires through which electricity can flow and be converted into magnetic energy and picked up by the telecoil in a hearing aid. The user's hearing aid must have a "T-switch" on it. The "T-switch functions like an antenna, picking up the electromagnetic energy and transferring it to the hearing aid which converts it into sound. A loop can be coiled around a room, desk or a chair. The person needing the benefit of sound must be within this specific area in order to hear. Coils sometimes malfunction from damage to the coil. Sound will not be converted as needed. Additionally, the use of a large loop can be problematic in some settings where mobility and safety may be an issue.

- Hard Wired Devices

- Unlike the other systems, hard wired systems simply require a direct connection between the sound source and the listener. This is accomplished by a direct plug-in connection or through the use of a microphone. Basically, the listener is separated from the sound source by the length of a cord that is directly connected to their hearing aid. Not all hearing aids have the capability to be hard wired to a microphone. Without this feature, this would not be workable. Hard wired systems are not practical for large rooms, but in one-on-one situations they work well and are inexpensive. Like the wireless systems, hard wired systems make it easier to understand speech when it is presented in a noise filled or an large area. Sound is directly sent to the listener bypassing these setbacks which make it hard to hear. Sound is made louder through the volume control on the hearing aid. For those with conductive types of hearing loss, this works very well.

Tape Recorders

The use of a tape recorder can be beneficial for some students with mild hearing loss. A student with this type of hearing loss is more likely not to utilize a sign language interpreter and is sometimes the most workable solution for that student's need and given resources. Some students prefer to try to follow the lecture on their own with the back up of a taped message. With this method, they can replay the lecture until they are clear on what was said in class. This type of benefit would only be helpful for a person who can hear and understand the recorded message.

You may also elect to have the taped lecture transcribed into written format. Students who have an attention disorder or cognitive processing disability in addition to a hearing impairment, often find this method helpful in regaining what was lost during the lecture. A simple means of envisioning a process of cognitive processing disruptions that occur for some students, is to think of a radio frequency that keeps going out at certain intervals, creating gaps in information.

Real - Time Captioning

Real-Time Captioning (RTC) is a method for deaf and hard of hearing students to have access to information in the classroom as it is happening. This access enables students to enjoy participation in classroom discussions, debates and lectures despite their hearing loss. There are two main forms of RTC:

- ***Steno Captioning*** - A trained stenographic court reporter types verbatim what is said in the classroom. Their steno machine is connected to a laptop computer which contains specialized software that converts the steno information into written English. The student views the laptop computer in order to have real-time access to the information in the classroom as it is occurring. The student then may receive either a printed or electronic copy of the class transcript for their review.

- ***C-Print Captioning*** - A trained C-Print captionist types directly onto a laptop computer everything that is being said in the classroom. C-Print utilizes specialized software developed by the National Technical Institute for the Deaf, that enables the captionist to condense some information into clear and concise sentences. The captionist uses abbreviations and brief forms that the software recognizes and the student reads from the laptop computer in order to have real-time access to the information in the classroom as it is occurring. The student then may receive either a printed or electronic copy of the class transcript for their review.

Testing Accommodations

Not all students who are deaf or hard of hearing require testing accommodations. For those who do, there are several methods that can be used. The request for testing accommodations is based on your disability through the use of a documentation of disability form and any other supporting evidence of the need for testing accommodations. Psychological, medical or educational assessments can be used for this purpose.

Extended Time

Due to reading and language difficulties, some students who are deaf or hard of hearing may need more time to complete their tests. In the event that a student has a learning disability or a visual impairment, extended time is crucial for their test completion. Time extension may be time and a half, double-time, or even unlimited time. This is determined by you, your counselor and your instructor and is based on your specific academic needs.

Because some class periods would not allow for time extension, other arrangements are needed to ensure you are given adequate time to complete the test. This can be accomplished by designating a room in the disability office for student testing monitored by the counselor or using a campus-wide testing center, if one is available on campus. Some testing centers have separate testing rooms which are distraction-free. This is an excellent choice for a student who has an attention disorder. It is imperative that the instructor□s specific instructions such as time allotment, and use of any supplements to the test, be clearly specified in writing for the testing monitor.

Interpreted Test

For some students who have difficulty with reading, the test can be interpreted from English into ASL. An interpreter can assist you by first reading the test question and signing it in ASL. You then will reply in ASL. The interpreter will translate what you have said in ASL into English. For some tests this is an ideal solution when you are being tested on your knowledge.

Discretion must be taken to ensure that you are not penalized for lack of reading skills when that is not the objective of the test. However, when the test is a test of English comprehension and expression, interpreted tests are not utilized, except for instructions, if needed.

Distraction-Reduced Testing

Some students who are deaf or hard of hearing have additional disabilities such as an attention deficit disorder which can interfere with test taking. One key factor is to eliminate any possible distractions. In a typical classroom, distraction cannot be controlled as in a separate room. A distraction-reduced room can be designated anywhere on a campus where there is an opportunity for someone to monitor the test. A room in the disability services unit, testing center, instructor's office, etc. can be considered. In general, deaf people are sensitive to "visual noise" that goes on in a typical classroom environment. A student who is deaf or hard of hearing without a secondary attention disability, may find it much more comfortable to take a test in a private testing room. This is to be determined by you, your counselor, and the instructor if a request should be made for this accommodation.

Classroom Accommodations

Classroom accommodations ensure that students who are deaf or hard of hearing have equal access to the classroom experience. A visual learning experience is what is needed, which can be obtained in a variety of ways. Some of the more common ways are discussed in the next few categories.

Priority Seating

The student who is deaf or hard of hearing determines the best seating arrangement depending on his/her individual needs. For the majority of students with hearing impairments, sitting in the front of the classroom allows the best opportunity for visual learning. If a student uses a sign language interpreter, then the front row seating would be ideal for allowing both the instructor and the interpreter to be in view.

A student who is hard of hearing may choose the front row seating as a means of being able to hear the instructor's voice and/or read the instructor's lips. Also, for taping the lecture with a tape recorder, sitting closer to the instructor is more effective. If a student uses an Assistive Listening Device, and does not lipread the instructor, there is more flexibility in seating as the ALD will enhance spoken speech regardless of distance.

Visual Aids

Visual aids enhance learning for all students, especially for students who require a visual learning experience. Films, videos, slides, drawings, and use of the chalkboard are all visual aids. Handouts from the instructor reinforce the information that is discussed in class. Syllabi, study guides, course overview and outlines for lectures and tests are all important elements that reinforces learning. Notes allow a student to replay the classroom experience as needed and to have it reinforced.

Films

Many films that are used in a college setting are not captioned. This poses a problem for students who cannot understand the film without some visual means. Often instructors are unaware of the issues that arise for a deaf or hard of hearing student when a film is shown in class without preparation and they may be unaware of the captioned films as an alternative format.

Film substitutions can be made when a newer version of the film is made with captions. Films made since 1990 with the passage of the ADA, more likely, but not always are available with captions. Captions may be presented either in a closed or open captioned formats. Closed captioned means that in order to see the captions a decoder is needed to decode the captions. Open captioned means that the film has captions that are always there on the screen (similar to foreign subtitles).

When it is not possible to secure a captioned format, using an interpreter to interpret the film is a reasonable option, provided that the interpreter can be seen by the deaf or hard of hearing student. A small light, or leaving on an overhead light, light from a window or door are optional ways to ensure that you can see the interpreter.

Field Trips

Occasionally a class field trip is required. The classroom interpreter or a substitute interpreter usually can accompany you. However, it is helpful to plan and schedule interpreters in advance for an off-campus trip. If you do not use an interpreter for communication, it will be necessary let the instructor or speaker (if there is one) know what assistance is needed. Students using an Assistive Listening Device can use this system for a field trip. For some types of trips, using a notetaker may be appropriate.

Lab

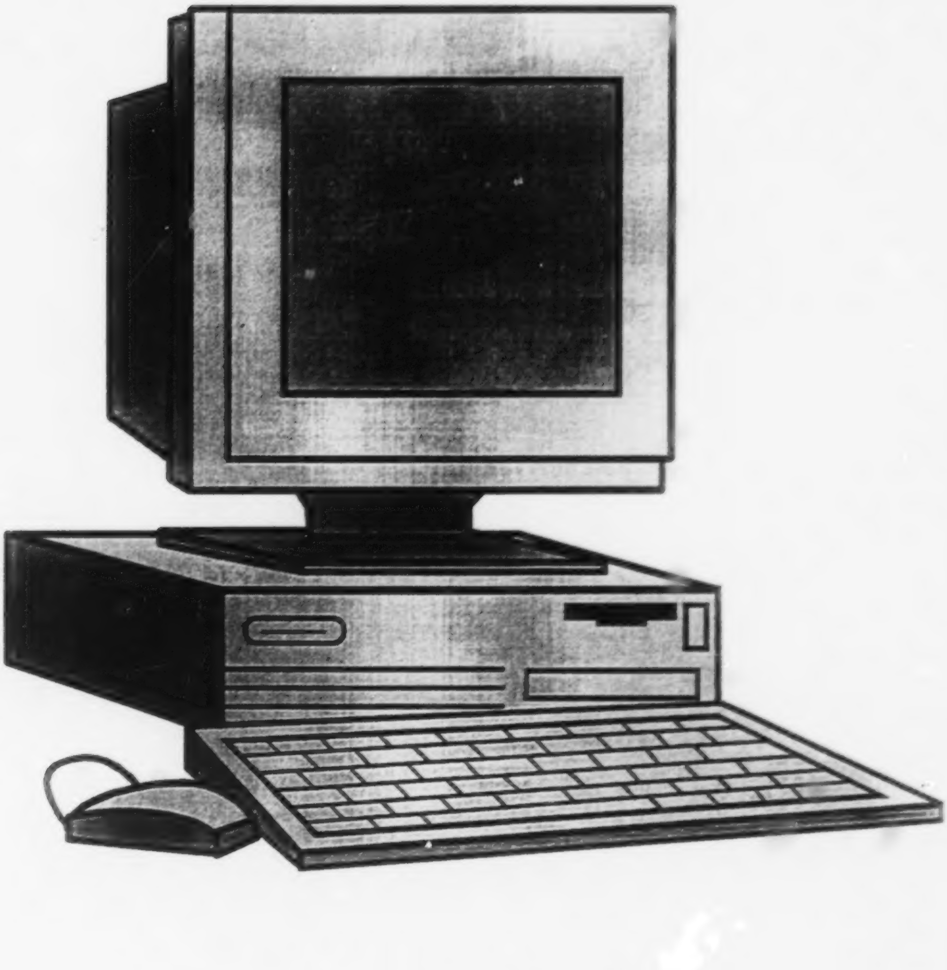
The laboratory experience often occurs as part of classroom learning . This is often expected and very often a required class supplement. Depending on your needs and the type of lab work that needs to be carried out, the counselor can assist you with identifying the best accommodation. Some situations to consider are:

- Interaction with the instructor or assistant
- Work groups of several students where communication would be a factor
- Independent, solitary study
- Required period of lecture at the beginning, midway, or toward the end of the period.

These are vital pieces of information that are needed when trying to determine when and where an interpreter is needed.

For students who require the assistance of an Assistive Listening Device, this can be implemented the same way it is used in a classroom setting. When a lecture accompanies the lab, or the lab is intensive with lots of new information, a notetaker is a good option. Keep in mind that it is difficult for anyone to do more than one thing at the same time (e.g., laboratory assignments, focus on the interpreter, etc.) It is more difficult for a student who is totally dependent on visual cues. By eliminating the stress of trying to accomplish several things at once, the deaf or hard of hearing student can focus on the assignments required.

ACADEMIC ISSUES



Organizing a Folder of Your Pertinent Information Files

Keeping your important information in organized files helps you find the necessary paperwork whenever it is needed. These files can be kept in a large expandable folder so that all of the information is kept in one place. Make sure that you keep this information in a safe place. You should make folders for the following information:

☐ Copy of Disability Documentation
☐ Copy of High School Transcripts & Diploma
☐ Copy of ACT / SAT Test Scores
☐ Copies of Submitted Financial Aid Application Forms
☐ Copy of Vehicle Insurance and Medical Insurance Information
☐ Copies of College Transcripts
☐ Copies of Vocational Rehabilitation Paperwork
☐ Important Addresses & Phone Numbers
☐ Copy of Your Birth Certificate, Drivers License & Social Security Card

Copy of Disability Documentation

In order to receive accommodations (interpreters, captionists, notetakers, etc.) in college, you will be expected to provide the Disability Services office at your college with documentation of your disability such as a copy of your most recent audiogram and any other tests or evaluations you might have taken related to your disability.

If you are a Vocational Rehabilitation client, your VR counselor should have copies of your most recent audiogram in their files and can usually fax a copy of it to the Disability Services office at your college. You will need to provide this copy to the Disability Services office and keep a copy for your files as well. Before you start college, make sure that you have a copy of an audiogram that is no more than three (3) years old. Some colleges require that all documentation be current and no older than three (3) years.

High School Transcripts & Copy of Diploma

Keeping copies of your high school transcripts for future reference will be very important for you. You will be asked for copies of your high school transcript in applying to different colleges, applying for various scholarships, participating in some student organizations, etc. It will be very useful for you have these copies quickly available to you while at college rather than having to call or write your high school for them to mail you a copy.

(NOTE: You will need to provide these in sealed, unopened envelopes. Some colleges and universities will only accept transcripts from the educational program itself).

ACT / SAT Test Scores

Having copies of your highest testing scores on either the ACT or the SAT test will also be helpful to you in applying for various forms of financial aid including, grants, scholarship and loans.

Copies of Submitted Financial Aid Application Forms

When you submit your financial aid paperwork and letters of application, you will need to keep copies of everything that you mail, including the attached supporting documentation. Sometimes the paperwork either gets lost in the mail, or does not get processed in a timely manner and having copies of the information you mailed will be very helpful in following up on the application process. Keep a log of the dates that you mailed your application as well as dates you have contacted the financial aid office with questions, with the name of the person you spoke with. Copies of previously submitted financial aid application forms will also be useful for you when you are ready to submit new application forms because you will be able to copy much of the information from the old form to the new form.

Copy of Vehicle and Medical Insurance Information

It will be very important for you to maintain a copy of both your medical and vehicle insurance information. Keeping a copy of this information in a safe and secure place along with your other important documents and paperwork will help keep you organized while you are away from home at college.

Copies of Your College Transcripts

When you finish each semester or quarter, you will receive your final grade sheet. Make sure you keep copies along with a printout of your current transcript in your files. Your current transcript will show your academic progress and will also let you know your current grade point average in college. You can obtain copies of a current college transcript by scheduling an appointment with the academic advisor at your school.

Copies of Your Vocational Rehabilitation Paperwork

If you are a client of Vocational Rehabilitation, your counselor can provide you with copies of your testing and evaluations as well as a copy of your case plan. Make sure that you keep these copies with you so that if you need to talk to your VR counselor during the course of a semester you will have this paperwork with you. You may also want to provide copies of your VR documentation to the Disability Services office at your school.

Important Addresses & Phone Numbers

You will want to keep a personal address and phone list so that you can make the contacts you might need while away at college. For example, you will want to have the name, address and phone number for your family physician, eye doctor and dentist. Your VR counselor, Disability Services counselor and academic counselor should all be on your phone list as well. Your phone list should also have several emergency contact phone numbers for your friends and family members.

Copy of Your Birth Certificate, Drivers License & Social Security Card

You will need copies of your birth certificate and social security card with you at college. If you decide to work part-time while you are in school, your employer will need copies of these documents before you can begin working. Some extra curricular activities that will happen off-campus may also require copies of these documents before you will be allowed to participate.

Choosing Your Classes

Most colleges have required classes which will simplify your decisions, but you should explore possible majors and areas of interest with elective courses.

1. Find out which courses are required and use these as a basis for your schedule.
2. Meet with your advisor to find out which core classes you must take for a major you are interested in.
3. Look at course schedules and highlight interesting classes. Check to see if these interfere with required classes.
4. Draw up a list of interesting classes that fit your schedule and prioritize them.
5. Ask older students or your advisor which teachers and courses have the best reputation.
6. Attend the first day of a class to evaluate the professor and coursework before signing up for it. If you like it but it is already full, remain for the first class meeting and attempt to "crash", that is, ask the instructor to put you on a waiting list in case there are any no-shows. Persistence sometimes pays off.
7. Select classes that are interesting and that will help you decide on a major.
8. Find out how long you can remain "undeclared", without a major. You often don't have to choose a major right away.

Preparing for Classes

by Regina Vance

1. Buy your course books immediately after your first class meeting and take them to every class. Buying them before that is risky, since many classes are canceled for lack of attendance.
2. Review your class syllabi carefully, marking assignments and due dates by highlighter or colored pen. Jot down any extra assignments your instructor gives during class. Transfer onto a large home calendar.
3. Buy all the items you will need for science or computer lab assignments well ahead of time.
4. Skim tables of contents to see how long each reading assignment is. Plan accordingly.
5. Take enough paper and writing implements for quizzes and essay exams even if your instructor has not announced any.

6. Jot down any words you do not understand as class progresses. You can look up the meaning after class.
7. Mark your textbook with your own comments, questions, underlinings and arrows.
8. Buy and keep ready at home your own dictionary, stapler, paper, writing materials and folders.

TIPS:

- Always be on time.
- Exchange phone numbers with another classmate in case you must miss class and you need to get notes, assignments or handouts.

What Is a Course Syllabus & How Is It Used?

The course syllabus gives you information about each class that you will be taking. It tells you the location of the class, the instructor's name and contact numbers. An example of a class syllabus is on the next page:

ESSENTIALS OF COLLEGE SUCCESS (EDU 1000)

Tuesdays and Thursdays - 9:00 - 9:50 a.m.
Office of Special Services Classroom #1

INSTRUCTOR:	Ms. Goode Study Habit Phone: (225) 101-1010	***OFFICE***:	Office of Special Services Room 101

REQUIRED TEXTBOOK:

Bourgeois, J. and Treubig, K. (2000). Nuts and Bolts Guide to College Success for Deaf and Hard of Hearing Students. You are required to bring this book to each class session in order to complete the class activities.

REQUIRED SUPPLEMENTS:

The following Channing L. Bete Co. booklets are required:

1. About College and Stress
2. About Self-Esteem
3. Develop Your Leadership Skills
4. About Wellness
5. About Understanding Diversity
6. About Time Management

SUPPLIES NEEDED:

- 1 - Three-ring vinyl binder
- 3 - #2 pencils
- 2 - Pens (black or blue)
- 1 - Highlighter
- 1 - Folder with pockets
- 1 - Pocket calendar or organizer

PURPOSE OF COURSE:

To provide an opportunity for you to learn and adopt methods that support your success in college.

COURSE GOALS:

The student will improve the following skills:

1. Knowledge of college rules and resources
2. Time and stress management
3. Study skills and test taking
4. Personal and social adjustment
5. Money management

UNIT GOALS:

The student will:

1. Learn to use college resources and understand how the rules of the college affect success.
2. Develop sources of relief for college stress.

3. Learn to evaluate current use of time, establish priorities, create a schedule, control interruptions, and avoid procrastination.
4. Acquire better reading, study, computer and test taking skills.
5. Develop an awareness and appreciation of cultural differences.
6. Understand the importance of self-esteem, assess self-image and learn steps to improve.
7. Learn responsibility for health by controlling lifestyle.
8. Acquire methods of leadership development.
9. Develop independent living skills in the area of budgeting and banking.

GRADING POLICY:

Grades will be earned on the point system.

1. Class participation ‘ 10 points. Absences will affect the participation grade. If you are not present, you obviously cannot participate.
2. Assigned activities ‘ 100 points.
3. Midterm test ‘ 20 points. Optional if you have completed all assigned work and had no more than ONE (1) absence prior to the test date.
4. Final Exam ‘ 20 points. Optional if you have completed all assigned work and had no more than ONE (1) absence since midterm test date.

GRADING SCALE:

A = 121 - 150 points
B = 91 - 120 points
C = 61 - 90 points
D = 31 - 60 points
F = 0 - 30 points

NOTE:

ASSIGNMENTS ARE DUE IN CLASS ON THE DATE ASSIGNED. TWO (2) POINTS WILL BE DEDUCTED FOR EACH DAY THE ASSIGNMENT IS LATE. ASSIGNMENTS THAT ARE NOT HANDED IN WILL RECEIVE ZERO (0) POINTS.

ATTENDANCE/WITHDRAWAL POLICY:

Attendance in class is a key factor of success in college. Students are expected to attend class.

See pages 45-47 in the Nuts and Bolts Guide to College Success for Deaf and Hard of Hearing Students and the "Class Absence Policy" handout.

Know Your College Academic Calendar

Adapted from: Hinds Community College

Write these dates in your personal calendar!!

1. What dates will the college be closed for holidays?
2. What is the last day you may drop one or more of your classes?
3. When is the final exam week?
4. What is the last day of regular classes?
5. What is the first day of classes?
6. When is the class registration deadline?
7. When is orientation?
8. When is midterm week?
9. When do the dormitories open and close for the semester?
10. When is the deadline to ensure your tuition payment is made?

Important Campus Contacts & Phone Numbers

Adapted from: Hinds Community College

Department	Building & Room Number	Phone #	Contact Person
Dean of Students			
Academic Counseling			
Career Planning			
Campus Police			
Financial Aid			
Learning Center			
Disability Services			
Student Records			
Residential Life			
Student Medical Cntr.			
Library			
Interpreting Services			

Succeeding in College

Remember why you are in college. Set specific goals that you wish to accomplish.

1. Set a daily schedule and stick to it. If you can't do it alone, find someone on campus who can help.
2. If you're attending classes full-time (12-15 hours per semester), don't work more than 20 hours a week. Allow roughly three (3) hours of study for each class hour.
3. Improve your study habits. Visit the Academic Skills/Learning Assistance Center on campus.
4. Learn how to use your campus library.
5. Find a great academic advisor.
6. Visit the career center on campus.
7. Make friends in your classes to form study groups for tests.
8. Get involved with campus activities.
9. Take your health seriously. Pay attention to how much sleep you get, what you eat, and your exercise.
10. Show up for class. Professors tend to test on what they discuss in class and some grade based upon class participation. Simply being in class everyday offers you great benefit when preparing to study for tests.
11. Make an effort to visit your instructors during their scheduled office hours at least once or twice during the semester so that they know who you are and know that you are making a diligent effort to succeed in their class.
12. Don't be late for class -- instructors notice which students are consistently late for class.
13. Sit near the front of the classroom. Studies have shown that students that sit in the front have better grades since they are more inclined to focus on the lecture, listen, participate in class discussions and ask questions. Also, select a seat in the classroom that gives you a direct line of vision to the instructor, the board or screen and your interpreter, transliterator or captionist. Sit with your back to the windows to avoid glare and shadows.

14. When having problems in a class find a tutor or ask the instructor to recommend a personal tutor to assist you in learning the required material.

15. Don't fall behind in your reading assignments. It may seem difficult to keep up with the assignments, but once you are behind it is sometimes not possible to catch back up and your grades will suffer.

16. Keep all important college documents in a file.

17. Keep a record of all financial paperwork.

18. Keep a copy of all papers you have written and exams you have taken until you receive your final grade report for the semester.

19. Make sure that you attend classes set aside for test reviews and have an interpreter, transliterator or captionist.

20. Some teachers place old tests on file in the library for students to use to study. Take advantage of that opportunity.

Transferring Academic Credit to a New School

by Jo Ann Cichewicz

Changing schools midstream, or returning to school after being out a semester or more, requires you to navigate the sometimes tricky system of transferring academic credits you've earned elsewhere to your new school. It's not easy, but here are some guidelines that can help.

1. Plan ahead. There are many detours along the road to credit transfer, so start your investigation at least two semesters ahead.

2. Call 1-800-992-2076 and request a free copy of The College Board Transfer Student Workbook. This comprehensive guide lays out a step-by-step approach to getting your academic credits.

3. Contact the admissions office of your new school to get answers to critical questions such as the maximum number of credits the school grants transferring students, the minimum number of classes you must take at the new school (often called a residency requirement), the minimum grade accepted for a transfer course, and whether you will qualify to transfer as a sophomore, junior or senior.

4. Time your transfer. Although most colleges do accept transfer students during the spring and summer terms, some programs of study (nursing, for example), may only accept transfers in the fall. A mid-year transfer could also affect your financial aid or campus housing arrangement.

5. Apply for admission to your new school. In addition to your transcript and test scores, colleges will also consider why you are transferring and whether or not there is space in the classes you need to complete your chosen program of study.

6. Prepare to make some adjustments. If you are an adult returning to school after some time, or even if you are just changing colleges, there are bound to be some things you didn't expect. Keep an open mind and be flexible.

Making a To-Do List

by eHow staff

Invest just a little time planning out your day, and accomplish more things smoothly.

- Set aside 10-15 minutes before you go to bed or as soon as you wake up in the morning to jot a to-do list for the day.
- Use any format that is comfortable for you - try writing in your daily planner. Make sure your list is on one page and can be carried with you wherever you go.
- Try using hourly increments to make your list.
- Fill in preset, mandatory events like business meetings or child pick-up times.
- Prioritize which tasks are most urgent, and write those down before less important ones.
- Figure out when, during the day, you are most productive and alert. Schedule demanding or taxing tasks during these times.
- Write down an easy job after a difficult one or a long task after a short one to keep yourself stimulated.
- Schedule in breaks. Write down time to spend with your family and other people.
- In addition to your daily schedule, keep an ongoing list of projects that you need to accomplish, but haven□t penciled into your daily list - objects you mean to fix around the house, bills you need to mail out, people to call.
- Update this list weekly or every few days.
- Try keeping a list for long-term goals. For example, you might be planning to remodel your home or return to school for a higher degree.
- Try making a running list for leisure or entertainment goals - books to read, videos to rent, restaurants/bars/clubs to try. Write names down as you hear or read about them.
- Schedule things comfortably, allowing time for unexpected delays or mishaps; don□t make an impossibly tight schedule.
- Include as many activities as you can on your schedule - the more you account for, the more smoothly your day can run and the less you need to remember.

Deciding What to Highlight While Reading

by Jason Patent

Authors of academic books and articles always seem to have so much to say. How do you figure out what really counts?

1. Look briefly over the entire book or article to get a feel for its structure and how its argument or arguments will proceed.

2. Pay particular attention to introductory and concluding paragraphs. These often contain summaries of important points.

3. Look for certain words and phrases that can tip you off that something important is coming up, such as "In sum," "The point is," "Most importantly," and so on.

4. Consider reading the conclusion first. It's like doing a maze backwards: If you know where you're trying to end up, you can find and understand the path better.

5. Look back over the book or article the next day, reading only the highlighted material. Do so again in about a week. This will help the material stick better in your mind.

6. Remember that this is a skill: Be patient with yourself if you're having difficulty with it. Practice makes perfect.

7. If, as you go along, you find that half the text is fluorescent, you're probably highlighting too much. Be more discriminating.

8. Instead of using a highlighting pen, try marking in the margins with a pen or pencil. This will save time.

Improving Your Concentration

by eHow staff

Improve your concentration to accomplish more in a shorter period of time.

1. Create a space designated solely for work. If it is your desk in a work office, use it only for work. Step away from it when taking breaks or eating.
2. Form a strong association between working and your desk to make concentrating easier.
3. Remove surrounding distractions. Turn off the ringer on your phone and, if possible, shut down your computer if you will be tempted to surf the Web.
4. Assemble all the materials you will need (books, paper, charts). You want to avoid getting up to retrieve materials and distracting yourself.
5. Set a specific production goal and give yourself a manageable chunk of time (perhaps 1-2 hours) during which to achieve this goal.
6. Create pressure on your time by scheduling meetings or other interruptions to force yourself to work more effectively during a shorter period of time.
7. Reward yourself after each period of intense concentration with a small break.
8. Work at a time of day when you know you are alert.
9. Work with another person nearby. Someone whose work habits you respect and who will not distract you to encourage yourself to concentrate more fully.
10. Try to stop work at a natural breaking point or after some sort of accomplishment, which will make returning to work easier. Write notes to quickly jog your memory when you resume.
11. Try jotting down ideas as you think or notes as you read. The act of writing can force you to devote attention to the task at hand and discourage your mind from wandering. Writing also helps you process and clarify information.
12. Develop an interest in your work, from which concentration naturally follows.
13. Avoid expecting to work with maximal effectiveness for long, unbroken stretches of time, as there are limits to anyone's powers of concentration.

Cramming for a Test

by Teresa Cameron

Cramming, while not an ideal style of study, is an inevitable part of every student's life. Focus on general concepts, memory techniques and relaxation.

Cramming, difficult course loads, balancing work, family, and academic schedules, and overloaded social calendars often result in burnout. In addition, many students find burnout a problem around exam times, particularly midterms and finals. Some students burn out in December as the result of the long, unbroken stretch between Labor Day and Thanksgiving holidays. Other students experience burnout in the spring semester, at the end of the academic year.

Balancing break time and work time helps you avoid burnout. Therefore, you need to plan for breaks as well as study time. A break does not have to be recreational to be effective. It simply might be a change from one task to another, such as switching from working math problems to reading an assignment. Another way to avoid burnout is to leave flexibility in your schedule. If you schedule commitments too tightly, you won□t complete your goals and achieve closure. This defeats you psychologically because you fail to do what you planned.

1. Cover the most difficult information first.

2. Review the main points, general ideas, and broad, sweeping concepts. These are essential to understanding the more detailed points that you will be tested on.

3. Nourish yourself. Eat a good meal with a balanced carbohydrate-to-protein ratio. Do not overeat; which tends to create sluggishness.

4. Compose yourself. Relax and take several deep breaths to clear your mind of clutter and stress.

5. Take regular breaks to stretch, relax, eat or exercise. As a general rule, you should take a break for 10 minutes out of every hour.

TIPS:

- Go easy on the caffeine and sugar. The initial boost from these substances will inevitably be followed by a crash.

- Study in a small group if possible. Reciting and discussing concepts out loud is useful in memorizing them.

WARNINGS:

- Do not stay up all night before a test. Depriving yourself of vital sleep is a surefire way to bomb.

WHAT CAN I DO WITH MY DEGREE?

Adapted from Publication from Career Services, University of Tennessee, Knoxville

Psychology	Counseling, Advocacy, Mental Health Services, Employment, Labor Relations, Compensation and Benefits, Research, Programing, Writing and Editing, Special Events, Media Placement, Public Speaking, Fund-Raising, Media Advertising, Account Services, etc.
Communications & Journalism	Creative Advertising, Media Advertising, Marketing, Editorial, Publicity, Book Publishing, Textbooks, Electronic Publishing, Reporting, Advertising Sales, Circulation, Art and Design, Promotions, News Graphics, Photography, News, Administration, Magazine Publishing, Television Programing, Public Relations, Government Publishing, Broadcasting, Technical Writing, News Releases, Technical Films and Videos, etc.
Anthropology & Archeology	Teaching, Educational Research, Excavation, Museum Curator, Conservation, Education, Administration, Cultural Resource Management, Surveying, Site Management, Legislative-Compliance Review, Program Management, Urban Planning, Advertising, Public Relations, Human Resources, Sales, Marketing, Writing, Editing, Counseling, etc.
Political Science & Government	Public Policy, Public Administration, Research, Peace Corps, Intelligence Service, Foreign Service, Political Affairs, Economic Affairs, Administrative Affairs, Consular Services, Communications, Lawyer, Legal Assistant, Campaign Worker, Political Parties, Public Interests, Editing, Reporting, Research, Advertising, Circulation, Sales, Personnel, Public Relations, Banking/Finance, News Programming, Production, Store Management, etc.
Speech Communication	Sales, Management, Human Resources, Personnel, Labor Relations, Public Relations, Customer Service, Training and Development, Writing and Editing, Buying, Consulting, Negotiator/Mediator, Publicity, Advertising, Marketing, Lobbying, Corporate Public Affairs, Media Analysis/Planning, Creative Directing, News/Informational Writing, Audience Analysis, Public Opinion Research, Copywriting, Script Writing, Publishing, Producing, Business Management, Media Sales, Announcing, Facility Management, Critic, Community Affairs, Recreation, Advocacy, Tourism, Social Work, Counseling, Public Information, Campaigns, Legislative Branch, Elected Official, Conflict Resolution, Broadcasting, Reporting, Foreign Relations, Foreign Correspondent, Teaching, Student Affairs Staff, Paralegal, Attorneys, Grant Writing, Publications Editing, Information Sciences, Human Information Theory/Processes, etc.
English	Creative Writing, Journalism, Freelance Writing, Technical Writing, Librarian, Information Specialist, Publishing, Media & Public Relations, Translator, Abstractor, Researcher, Magazine & Book Publishing, Circulation, Publicity, Media Liaison, Paralegal, Credit Lending, Operations, Management, Marketing, Personnel, Buying, Store Management, etc.
History	Broadcast, Print, Paralegal, Preservation and Restoration, Genealogy, Corporate Archives, Management, Nonprofit Organizations, Politics, Government, Education,

My Career Inventory

Survey to Bring to Your College Career Counselor

Self Survey

My current career interests:

My special skills and talents:

My favorite subject in high school:

My least favorite subject in high school:

I plan to attend college for ____________________ years.

My hobbies:

Career Fields I would like to know more about (write at least 3):

I have always been glad that I have the ability to:

____

One of my skills that I hope to use in my work is:

____

I have done the following volunteer work while in high school:

____

____

My five strongest personality traits are:

____

____

____

____

____

My Work Values

Adapted from Hinds Community College

1. HIGH INCOME — Some amount of income is necessary for everyone. High income means more money than you need to live on. It means enough money to buy luxuries and to travel first class.

   Is HIGH INCOME important to you?

   _______ Yes ______No _____Maybe

2. PRESTIGE — If people respect you, look up to you and listen to your opinion, you are a person with prestige.

   Is PRESTIGE important to you?

   _____ Yes ______No ______Maybe

3. INDEPENDENCE — In a job with independence, you will have freedom to make your own decisions and freedom to work without supervision or direction from others.

   Is INDEPENDENCE important to you?

   _____ Yes ______ No ______Maybe

4. HELPING OTHERS — Do you want helping others to be a main part of your occupation? Do you want to spend your life helping people improve their health, education or welfare?

   Is HELPING OTHERS important to you?

   _____ Yes ______ No ______Maybe

5. SECURITY — In an occupation with security you will be free from any fear of losing your job or your income. You cannot be fired easily.

   Is SECURITY important to you?

   ______ Yes ______ No ______Maybe

6.	VARIETY	Occupations with variety offer many different kinds of activities and problems, many changes in location and new people to meet. Is VARIETY important to you? ______ Yes ______ No ______Maybe
7.	LEADERSHIP	If you want to tell other people what to do and be responsible for their behavior, then leadership is important to you. Is LEADERSHIP important to you? ______ Yes ______ No ______Maybe
8.	LEISURE	How important is the amount of time your occupation will allow you to spend away from work? Leisure may include short hours, long vacations, or the chance to choose your own time off from work. Is LEISURE important to you? ______ Yes ______ No ______Maybe
9.	EARLY ENTRY	You can enter some occupations with very little education or training. Other occupations require years of education. If you do not want to go to school to prepare for an occupation, then early entry is important. Is EARLY ENTRY important to you? ______ Yes ______ No ______Maybe
10.	MAIN FIELD OF INTEREST	Some people want to work in their field of interest. Others are willing to work in a field that is less interesting because they feel they can satisfy their main interests in their free time. Is work in your MAIN FIELD OF INTEREST important to you? ______ Yes ______ No ______Maybe

Worksheet for Preparing a Resume

Name: ______________________________________

Address: ___________________________________

____

Telephone Number: __________________________

Employment Objective (State the kind of job you want. If interested in more than one job, list in order of preference. For example: To be employed as a physical therapist in a reputable hospital.)

Employment Objective: To be employed as

Education

High School:____________________ Date of graduation:

Honors/Awards:

Scholarships:

Extracurricular activities:

Work History *(List each job separately. Start with the most recent job and work backward. If you do not have any job experience, stress your willingness to work hard and learn. You may wish to write up some of your home duties such as lawn maintenance, etc. For each job list the following information:*

Dates of employment:

Name and location of employer and type of business:

Position:

Specific job duties/special skills:

Reason for leaving:

****

Dates of employment:

Name and location of employer and type of business:

Position:

Specific job duties/special skills:

Reason for leaving:

References: *Give the names, positions and addresses of three persons who have direct knowledge of your work competence. If you are still in school or a recent graduate, you may list teaches who are familiar with your school work. Be sure to get permission from the people you list as references.*

CAMPUS
LIFE

Living on Campus
As a Deaf or Hard of Hearing Student

When you decide to go to college you need to think about where you are going to live. You have some options available to you depending upon your individual situation:

1. Live at home with your parents or other family members
2. Find a roommate and/or rent an apartment
3. Live in a dorm on campus

Many students decide to live on campus. If you decide to live in a dorm there are some things you need to consider before you move in:

1. How will you pay to live in the dorm?
2. Will you purchase a campus meal plan?
3. How do you ask for your dorm room to be made accessible?
4. Where will you get a TDD/TTY for use in your dorm room?
5. How will you communicate with a hearing roommate?
6. What type of alarm will you use to ensure you are on time for classes?
7. What offices on campus have TDD/TTY phone numbers?

How Will You Pay to Live in the Dorm?

Generally, living on campus costs less than renting an apartment. Your electricity and water bills are usually included in the semester fee when you live in the dorms. However, your phone and cable television bills are normally extra. The price for your dorm room will also depend upon your choice of rooms. Some dorm rooms include a two-room shared bathroom, other rooms share one large bathroom for several rooms on a floor. Fees for living on campus vary depending on the college you choose. Dorm fees can range from $1,000 - $1,200 per semester.

How will you pay to live in the dorm? Talk to your VR counselor about the options that are available for paying the dorm fees. You can also apply for PELL grants, scholarships or student loans. In order to apply for financial assistance you must fill out the paperwork several months before school starts. Some students choose to get a part-time student worker job on campus to help earn money to pay the dorm fees.

Will You Purchase a Campus Meal Plan?

When you move into the dorm, what will you eat? Some colleges require all students that live in dorms to purchase a campus meal plan. Other colleges will allow students to have the option of purchasing and preparing their own meals. Ask about the policies of the college you choose. Some dorms provide facilities for students to store, cook and clean their own food and others do not. Take a tour of the dorm you are planning to live in before you move in to see what facilities will be available to you.

How Do You Ask for Your Dorm Room to Be Made Accessible?

Deaf and hard of hearing students who have difficulty hearing alarms during an emergency or a fire drill have the right to request a flashing fire alarm be installed into their assigned dorm room. The college is responsible for paying and purchasing and installing this equipment into your dorm room.

You are responsible for requesting the flashing fire alarm in your room. If you do not request the flashing fire alarm, the college is not required to provide it for you. Many colleges require you to indicate on your dorm application form what accommodations you will need. You should write flashing fire alarm on this application.

Where Will You Get a TDD/TTY for Use in Your Dorm Room?

Most colleges do not provide telephones in dorm rooms for hearing students. Students are generally required to provide their own telephone for use in their room. Likewise, deaf and hard of hearing students are also required to provide their own TDD/TTY for use in their dorm room.

If you do not have a TDD/TTY, you can contact the nearest Louisiana Commission for the Deaf Distribution Center to request that a loaner TDD/TTY be provided to you. You can find a list of the Distribution Centers in the resource section of this book.

How Will You Communicate with a Hearing Roommate?

You will probably be assigned a roommate to share the dorm room with you unless you and a friend ask to share a dorm room together before school starts. If you are assigned a roommate that you do not know, there will be an adjustment period for you to get used to your new roommate. If your roommate is hearing and is not familiar with how to communicate with deaf or hard of hearing individuals you might want to give them some pointers such as:

- Please make sure you are directly facing me when you talk to me so that I can read your lips; or
- Please fingerspell to me (provide them with a fingerspelling card); or
- Please write everything to me on this notepad so that I can make sure I understand everything that you say.

You will also need to work out telephone answering machine arrangements if necessary. Many times, hearing students will bring an answering machine with them from home to use in their dorm room. Likewise, most TDD/TTY machines have a built-in answering machine for use by deaf and hard of hearing students. These two answering machines cannot work on the same phone line at the same time.

Here are a couple of possible solutions that you and your roommate can discuss to find what might work best for you:

1. Use the hearing roommate's answering machine instead of the TDD/TTY answering machine and agree that the hearing roommate will write down all phone messages for you and put them on your desk.

2. Ask the dorm manager to install a second phone line into your dorm room so that each of you have a separate phone number. (There might be an additional charge for a separate phone line unless the phone line is provided to you as part of your required accommodations by the college).

What Type of Alarm Will You Use to Help You Be on Time for Classes?

You will be responsible for making sure that you wake up and get to class on time. There are several options available to you in selecting an alarm clock. You can purchase a pillow vibrator or a whole bed vibrator that will gently shake you awake at the set time.

Another option is an alarm clock that will turn on a light in your room or will flash a light on and off until you get up and turn it off. If you will be sharing your dorm room with a roommate who has to wake up at different times than you, the lighted alarm clocks may not be the best solution for you.

What Offices on Campus Have TDD/TTY Phone Numbers?

You need to keep a list of the offices on campus that are directly accessible to you through your TDD/TTY. Chances are that every office you will need to contact on campus will not always have a TDD/TTY so you will need to be familiar with the Relay Service as well. (More information on the Relay Service is available in another chapter.) You should be able to get a listing of the TDD/TTY phone numbers from the Disability Services office on campus. You should keep your list of important TDD/TTY and voice phone numbers on your desk or near your phone for easy access.

Choosing the Right Dorm for You

by eHow Staff

Choosing a dorm is an important decision. You'll be spending a lot of time there, and you want to make sure it fits your needs.

- Decide whether you want a co-ed or single-sex dorm, smoking or nonsmoking.
- Choose a "frosh" dorm, which tends to be rowdy, if you want opportunities to meet people.
- Choose a four-class dorm or a dorm with quiet hours if you need peace and quiet.
- Find out the dorm location to make sure it is close to your classrooms, the student center and town.
- Find out how many people are put in each room. Some dorms offer singles, but most offer doubles. Sometimes dorms put 3 or 4 students in a room.
- Find out if a dorm offers suites. These are dorm rooms with one main room and two or more adjoining rooms. They tend to be more spacious.
- Look for dorms with conveniences such as cafeterias, laundry rooms, exercise rooms, recreation rooms, and computer facilities.
- Make sure the dorm is in a safe area and is well-lit.
- Some schools offer dorms with themes or academic programs. If you are interested in these, ask for more information.

TIPS:

☞ Visit the school you plan to attend ahead of time and inspect the dorm facilities in person.

Packing for Your Dorm Room

By eHow Staff

Your small dorm room will be home. Take what you need to make it comfortable. Check with your roommate to be sure you are not duplicating large items such as televisions or stereos.

1. Try to contact your roommate ahead of time to find out what he or she plans to take.
2. Find out what size bed your dorm room has and pack linens accordingly.
3. Determine how likely it is that you will need dress-up, formal or "dating" clothes, and pack just what you need.
4. Pack mostly casual wear for studying. Try to select clothes that can be washed in the same cycle; you won't have to pack so many.
5. Pack bathrobe, shower slippers, towels and personal-care items such as your hair dryer.
6. Pack school supplies, but remember you can buy those on campus.
7. Pack your computer equipment securely in the boxes it came in and throw in a good power strip.
8. Take posters and tapestries for wall coverings. Take personal photos and mementos to dress up shelves and desks.
9. Take throw rugs or used carpet as floor coverings.
10. Pack emergency items such as battery-operated radios and flashlights as well as practical items such as a hot pot or a microwave if they are allowed.

TIPS:

- Most dorm beds are extra long - 80 to 84 inches in length.
- If you get cold during the night, consider taking an extra blanket or two.
- Sleeping bags make good portable beds for camping trips or extra guests.

Dealing with Emergencies at College

Often times, emergencies arise for students while they are attending college. You should be prepared and have a plan in mind for dealing with emergencies that might arise. Things that you need to know before an emergency happens include:

1. How to Work with Campus Security or Police
2. How to Obtain Interpreting/Captioning Services for Emergency Situations
3. How to Obtain Medical Treatment
4. How to Use Your Vehicle and Medical Insurance Coverage

How to Work with Campus Police

Most colleges will have their own campus security office or police station. You need to be familiar with where this office is located on your campus. You also need to know both their voice and TDD/TTY phone numbers. These numbers should be kept with you at all times. Campus security or police stations are required to have a TDD/TTY phone number and to have individuals trained in using this equipment at all times. If your college does not have this available, talk to your Disability Services office to request this be arranged.

Some colleges may have a security guard or police officer that has received basic training in sign language. Ask if there are any individuals at your school that might know some sign language and if so, ask to meet with that person so that they can know your face and name.

How to Obtain Interpreting/Captioning Services for Emergency Situations

Your college should have a plan for obtaining interpreting or captioning services in emergency situations. Talk to your Disability Services office to find out what the procedures are for obtaining these services. Most colleges will require 24 - 48 hours notice to request for an interpreter or captionist in normal situations, however, this policy must be waived for genuine emergencies.

How to Obtain Medical Treatment

Some colleges may have a student medical center that has doctors and nurses available to you on campus. If your college does offer these services, make sure that you take advantage of them. Often, utilizing on-campus student medical services is either free of charge, or at a very reduced rate for enrolled students. You need to know the procedure for obtaining an interpreter/captionist for on-campus doctor appointments.

If your college does not have an on-campus medical facility, you need to know where the closest doctor's office is for you. You need to investigate before you get sick or hurt if a doctor will accept your medical insurance. When you make a doctor's appointment, you need to request that an interpreter or captionist is provided to you for the appointment. If you encounter difficulty in obtaining an interpreter from the doctor□s office directly, you should contact the Louisiana Commission for the Deaf at 225-925-4175 (V/TTY) or 1-800-256-1523 (V) to request assistance.

If you are attending college away from home, you need to know which area hospital to use if you suddenly need to use the emergency room. Most hospitals are familiar with providing interpreters or captionists and will provide this accommodation to you when requested.

Make sure that you know about your medical insurance coverage and have a copy of that information or your insurance card with you at all times.

How to Use Your Vehicle and Medical Insurance Coverage

If you are driving your vehicle to college, you need to be aware of your insurance coverage.

You should have a copy of your current insurance card in your wallet and a copy in your glove compartment at all times.

Some colleges offer medical insurance coverage to full-time students at a reduced rate. If you do not have medical insurance coverage you might want to consider purchasing the student health insurance. It is important to know what your medical insurance covers, what your deductible or co-payment requirements are, and at which facilities you can use your insurance coverage. Knowing this information in advance can prove to be very valuable.

Top 10 Reasons to Participate In Extracurricular Activities

1. YOU'LL MEET NEW PEOPLE.
2. You'll experiment and gain experience.
3. You'll improve your skills and abilities.
4. You'll get the most out of college.
5. YOU'LL FEEL AT HOME FASTER.
6. You'll manage college stress more effectively.
7. You'll organize your time better.
8. You'll improve your resume.
9. YOU'LL MEET IMPORTANT INDIVIDUALS ON CAMPUS AND IN THE COMMUNITY TO HELP DEVELOP YOUR NETWORK CONNECTIONS.
10. **You'll have FUN!!!**

RESOURCES

Deaf & Hard of Hearing Student ListServ Information

To subscribe to the Louisiana Postsecondary Disability Service providers (LAPDSP-L) listserv:

1. Send an e-mail to: listserv@listserv.lsu.edu

2. In the **body** of the e-mail type the following:
   SUBscribe lapdsp-L your name (ex. SUBscribe lapdsp-L Jennie Bourgeois)

3. Wait for a confirmation response back.

Once you are subscribed to the list, to post an e-mail to the list participants:

1. Send an e-mail to: lapdsp-l@listserv.lsu.edu

2. Make sure the subject line of your e-mail adequately describes the subject of your e-mail.

3. Wait for your e-mail to post to the list.

Other useful commands

(Send these commands to: listserv@listserv.lsu.edu)

1. UNSUBscribe your name (ex. UNSUBscribe Jennie Bourgeois) to remove yourself from the list.

2. HELP to receive some help information about the list.

3. INFO to receive information on commands.

4. LIST to find out what lists exist on LSU. Only lists that are not confidential will be shown in the response.

5. REView LAPDSP-L to find out who is on a list.

For help or further information about the list please contact the list owner:

Jennie Bourgeois
Louisiana State University
Office of Disability Services
112 Johnston Hall
Baton Rouge, Louisiana 70803
(225) 388-4913 (V) (225) 388-2600 (TDD)
jsbourg@lsu.edu

Contact Information for Louisiana Postsecondary Institutions

Louisiana State University
Office of Disability Services
112 Johnston Hall
Baton Rouge, LA 70803
225/388-2600 TDD
225/388-4913 v
225/334-2652 fax

Bossier Parish Community College
Counseling Office
2719 Airline Drive
Bossier City, LA 71111
318/746-9851

Delgado Community College
Office of Disability Services
615 City Park Ave.
New Orleans, LA 70119
504/483-1899 TDD
504/483-1898 v
504/483-4524 fax

Dillard University
Student Affairs
2601 Gentilly Boulevard
New Orleans, LA 70122
504/286-4734 v
504/286-4885 fax

Elaine P. Nunez Community College
3710 Parish Road
Chalmette, LA 70043
504/278-7440

Grambling State University
Comprehensive Counseling Center
P.O. Box 609
Grambling, LA 71245
318/274-3338 v
318/274-3114 fax

Louisiana College
Disability Services
P.O. Box 545
Pineville, LA 71359-0545
318/487-7629 v
318/487-7191 fax

Louisiana State University – Alexandria
Human Resources
8100 Hwy. 71 South
Alexandria, LA 71302
318/473-6401 v
318/473-6569 fax

Louisiana State University – Eunice
P.O. Box 1129
Eunice, LA 70535
318/457-7311

Louisiana State University Medical Center
11900 Gravier Street
New Orleans, LA 70112
504/568-4246 v
504/568-4249 fax

Louisiana State University – Shreveport
Student Development and Counseling
1 University Place
Shreveport, LA 71115
318/797-5365 v/tdd

Louisiana Tech
Admissions
P.O. Box 3178
Ruston, LA 71272-0001

Loyola University
Office of Academic Enrichment and
Disability Services
Campus Box 41
New Orleans, LA 70118
504/865-2990 v
504/865-3543 fax

McNeese State University
Disability Services
P.O. Box 92687
Lake Charles, LA 70609-2687
318/475-5916 v
318/475-5960 fax

Nicholls State University
Disabled Student Services
P.O. Box 2701
Thibodaux, LA 70310
504/449-7000 TDD
504/448-4828 v
504/449-7009

Northeast Louisiana University
Counseling Center
700 University Ave.
Monroe, LA 71209
318/342-5220 v

Northwestern State University
Disability Services
Kyser Hall; Rm 237-C
Natchitoches, Louisiana 71497
318/357-4394 TDD
318/357-6950 v
318/357-6475

318/257-3036 v

Our Lady of Holy Cross College
Student Affairs
4123 Woodland
New Orleans, Louisiana 70131
504/394-7744 v
504/391-2421 fax

Southeastern Louisiana University
Services for Students with Disabilities
SLU 496
Hammond, Louisiana 70402
504/549-5040 TDD
504/549-2247 v
504/549-3482 fax

Southern University – Baton Rouge
Services for Students with Disabilities
P.O. Box 11275
Southern Branch Post Office
Baton Rouge, Louisiana 70813
225/771-3950 v/TDD
225/771-3949

Southern University – New Orleans
Disabled Student Services
6400 Press Drive
New Orleans, Louisiana 70126
504/286-5335 v
504/286-5131 fax

Southern University–Shreveport/Bossier
Office of Student Affairs
3050 Martin Luther King, Jr. Drive
Shreveport, LA 71107-4707
318/674-3450 v

University of New Orleans
Office of Disability Services
University Center, Rm 260
New Orleans, Louisiana 70148
504/280-6222 v
504/280-3975 fax

Xavier University
Counseling Center
7325 Palmetto Street
New Orleans, Louisiana 70125
504/483-7315 v
504/485-7943 fax

Louisiana Technical College – Acadian
1933 W Hutchingson Avenue
Crowley, Louisiana 70526
318/788-7521

Louisiana Technical College – Bastrop
P.O. Box 1120
Bistro, Louisiana 71221
318/283-0836

Louisiana Technical College – Florida Parishes
P.O. Box 130
Greensburg, Louisiana 70441
225/222-4251

Louisiana Technical College – Young Memorial
P.O. Box 2148
Morgan City, Louisiana 70381
504/380-2386

Louisiana Technical College – Teche Area
P.O. Box 11057
New Iberia, Louisiana 70562
318/373-0011

Louisiana Technical College – Mansfield
P.O. Box 1236
Mansfield, Louisiana 71052
318/872-2243

University of Southwestern Louisiana
Services for Students with Disabilities
Junior Division
P.O. Drawer 41650
Lafayette, Louisiana 70504
318/482-5252 v/TDD

Louisiana Technical College – Delta Ouachita
609 Vocational Parkway
West Monroe, Louisiana 71292
318/397-6100

Louisiana Technical College – Westside
59125 Bayou Road
Plaquemine, Louisiana 70764
225/687-6392

Louisiana Technical College - Hammond Area
P.O. box 489
Hammond, Louisiana 70474
504/543-4120

Louisiana Technical College – Natchitoches
6587 Hwy 1. Bypass
Natchitoches, Louisiana 71457

Louisiana Technical College – North Central
P.O. Box 548
Farmerville, Louisiana 71241
318/368-3179 v

Louisiana Technical College – Baton Rouge
3250 North Acadian Thruway
Baton Rouge, Louisiana 70805
225/359-9201

Louisiana Technical College – Lafourche
1425 Tiger Drive
P.O. Box 1831
Thibodeaux, Louisiana 70302
504/447-0924

Louisiana Technical College – Evangeline
P.O. Box 68

Louisiana Technical College – Lamar Salter
15014 Lake Charles Highway
Leesville, Louisiana 71446
318/537-3135

Louisiana Technical College – Huey P. Long
303 S. Jones Street
Winnfield, Louisiana 71483
318/628-4342

Louisiana Technical College – Jumonville Memorial
P.O. Box 725
New Roads, LA 70760
504/638-8613

Louisiana Technical College – Alexandria
P.O. Box 5698
Alexandria, Louisiana 71308
318/487-5443

Louisiana Technical College – Shelby M. Jackson
P.O. Box 152
Ferriday, Louisiana 71334
318/757-6501

Louisiana Technical College – T.H. Harris
337 E South Street
Opelousas, Louisiana 70570
318/948-0239

St. Martinville, Louisiana 70582
318/394-6466

Louisiana Technical College – Lafayette
1101 Bertrand Drive
Lafayette, Louisiana 70506
318/262-5962

Louisiana Technical College – Gulf Area
1115 Clover Street
Abbeville, Louisiana 70510
318/893-4984

Louisiana Technical College – South LA
P.O. Box 5033
Houma, Louisiana 70361
504/857-3655

Louisiana Technical College – Sowela
P.O. Box 16050
Lake Charles, Louisiana 70616
318/491-2668

Louisiana Technical College – Jefferson
5200 Blair Drive
Metairie, Louisiana 70001
504/736-7072

Louisiana Technical College – Charles B. Corell
1124 Vocational Drive
P.O. Box 296
Ville Platt, Louisiana 70586
318/363-2197

Louisiana Technical College – Sidney N. Collier
3727 Louisa Street
New Orleans, Louisiana 70126
504/942-8333

Louisiana Technical College – Ascension
9697 Airline Highway
Sorrento, Louisiana 70778
225/675-5397

Louisiana Technical College Shreveport/Bossier
2010 N. Market
P.O. Box 785278
Shreveport, Louisiana 71137
318/676-7811

Louisiana Technical College – River Parishes
Louisiana Technical College
West Jefferson
475 Manhattan Boulevard
Harvey, Louisiana 70058
504/361-6464

Louisiana Technical College – Sabine Valley
P.O. Box 790
Many, Louisiana 71449
318/256-4101

Louisiana Technical College – Sullivan
1710 Sullivan Drive
Bogalusa, Louisiana 70427
504/732-6640

Louisiana Technical College – Tallulah
P.O. Drawer 1740
Tallulah, Louisiana 71284
318/574-4820

Louisiana Technical College – Avoyelles
P.O. Box 307
Cottonport, Louisiana 71327
318/876-2401

Louisiana Technical College – Northeast
1710 Warran Street
Winnsboro, Louisiana 71295
318/435-2163

P.O. Drawer AQ
Reserve, Louisiana 70084
504/536-4418

Louisiana Technical College – Ruston
P.O. Box 1070
Ruston, Louisiana 71273
318/251-4145

Louisiana Technical College – Oakdale
P.O. Drawer EM
Oakdale, Louisiana 71463
318/335-3944

Louisiana Technical College – Folkes
P.O. Box 808
Jackson, Louisiana 70748
225/634-2636

Louisiana Technical College – Slidell
P.O. Box 827
Slidell, Louisiana 70459
504/646-6430

Louisiana Technical College – Jefferson Davis
P.O. Box 1327
Jennings, Louisiana 70546
318/824-4811

Louisiana Commission For The Deaf

Making A Difference
in the quality of life for
deaf and hard of hearing citizens of Louisiana

The Louisiana Commission for the Deaf was organized in 1980 to insure that Louisiana's public and private services are accessible to deaf, hard of hearing and speech impaired citizens. It is the goal of the Louisiana Commission for the Deaf to be the statewide resource on issues related to the welfare and inclusion of hearing impaired citizens.

SERVICES AVAILABLE

- **Information on Deafness**
- **Telecommunication Devices and Related Equipment Distribution**
- **Telecommunication Device Training**
- **Sign Language Interpreting Services and Referrals**
- **State Interpreter Testing / Certification**
- **Directory of Certified Interpreters**
- **Information on ADA/Louisiana Laws Relating to Hearing Impaired Issues**
- **Telephone Relay Service Information**
- **Outreach Activities and Advocacy Referrals**

Louisiana citizens whose hearing or speech disabilities require the use of a text telephone, telebrailler, or amplification equipment are eligible for the LCD Telecommunication Access Program. The program loans equipment *at no charge* to eligible deaf, hard of hearing, deaf-blind, or speech impaired individuals who live in Louisiana.

The Louisiana Commission for the Deaf publishes an annual Louisiana Directory of Certified Interpreters for the Deaf that can help you to locate a qualified interpreter to meet your needs.

Distribution Centers are located throughout Louisiana to assist with interpreting services and telecommunication devices. For more information and assistance, please contact:

Louisiana Commission for the Deaf
8225 Florida Boulevard
Baton Rouge, Louisiana 70806

(504) 925-4175

1-800-543-2099 TDD 1-800-256-1523 Voice

Distribution Center	Parishes Served
Deaf Action Center of Louisiana (Shreveport) Patrice Shaw 601 Jordan Street Shreveport, LA 71101 **(318) 425-7781 TT/V** **(318) 226-1299 Fax**	Bienville, Bossier, Caddo, Claiborne, Desoto, Red River and Webster
Deaf Action Center - Northeast (Monroe) Byron Caldwell 141 DeSiard Street - Suite 807 Monroe, LA 71201 **(318) 324-0607 TT/V** **(318) 324-0649 Fax**	Caldwell, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union and West Carroll
New Horizon, Inc. (Alexandria) Cynthia Pace 3400 Jackson Street, Suite A Alexandria, LA 71301 **(318) 487-4322 TT/V** **(318) 484-3640 Fax**	Avoyelles, Catahoula, Concordia, Grant, LaSalle, Natchitoches, Rapides, Sabine, Vernon and Winn
(Lake Charles) Served by New Horizon, Inc. **(800) 968-4322**	Allen, Beauregard, Calcasieu, Cameron and Jefferson Davis
Deaf Action Center – Lafayette Monique Mouton & Debbi Gonzales 1408 Carmel Lafayette, LA 70501 **(318) 232-3463 TT/V/Fax**	Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary and Vermillion
Catholic Deaf Center (Baton Rouge) Beverly Hills 2585 Brightside Drive Baton Rouge, LA 70820 (504) 766-9320 V/TT/Fax	Ascension, Assumption, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. James, West Baton Rouge, and West Feliciana
Deaf Action Center - New Orleans Sharon Marquez 1000 Howard Avenue, Suite 1200 New Orleans, LA 70113-1916 **(504) 523-3755 ext. 2213 V** **(504) 525-3323 TT (504) 525-6729 Fax**	Jefferson, Lafourche, Orleans, Plaquemine, St. Bernard, St. Charles, St. John the Baptist and Terrebonne
Deaf Action Center - North Shore Valarie Patterson 19352 N. 2nd St. #3 Covington, LA 70433 **(504) 892-2581 V** **(504) 892-2658 TT/Fax**	St. Helena, St. Tammany, Tangipahoa and Washington

Louisiana Rehabilitation Services
(LRS)

Counselor's Name:

Address:

Telephone No:

Fax No.

Mission Statement

To assist persons with disabilities in their desire to obtain or maintain employment and/or to achieve independence in their community by providing rehabilitation services and by working cooperatively with business and other community services.

Philosophy Statement

To fulfill the mission of LRS by increasing public awareness and by using existing resources and developing innovative strategies to identify and meet the needs of persons with disabilities; and to provide individualized, flexible and timely services consistent with informed choice.

What is Vocational Rehabilitation?

Vocational Rehabilitation (**VR**) is a program of services that helps persons with disabilities obtain the skills and other resources they need to get a job, keep a job, and develop a lifetime career.

Who should apply for VR?

You should apply if you have a disability and your disability causes you problems in preparing for, finding, or keeping employment.

Who will help me?

When you apply for VR Services, a vocational rehabilitation counselor is assigned to work with you. Counselors are trained to work with persons who have disabilities and are one of the most important people in your vocational rehabilitation program.

What should I do?

- Be open and honest about your disability, your needs, and your feelings.
- Ask questions if you do not understand something.
- Follow medical or other professional instructions.
- Inform your counselor of any changes in your situation.
- Keep all appointments and be on time (call your counselor if you cannot keep an appointment).

Basic Steps to Vocational Rehabilitation

- Referral & Application
- Initial Interview
- Evaluation/Assessment
- Eligibility
- Planning
- Services
- Employment
- Successfully Rehabilitated

Step 1 - Referral & Application

To apply for VR services, contact the LRS office nearest to where you live (a list of offices is printed in the back of this booklet). You should be prepared to give at least the following information:

- Name
- Disability
- Telephone Number
- Address
- Date of Birth
- Social Security Number

A Vocational Rehabilitation Counselor will then contact you either by phone or in writing to schedule an initial interview. Prior to your interview, you should notify your counselor of any special accommodations you may need. Appointments are usually made within 30 working days of receiving your request for services.

Step 2 - Initial Interview

During your initial interview, your VR counselor will review and/or complete your application for vocational rehabilitation services with you. Your counselor will ask you many questions about your disability, education, family and work history to determine your eligibility for vocational rehabilitation services.

To speed the eligibility process, bring the following with you to the initial interview:

- Medical reports regarding your disability
- Transcripts and/or grades from high school/college/vocational technical school
- Reports from other professionals who have provided services to you
- A description or resume of your work history if you have work experience

Sometimes additional medical exams are needed. Your counselor may arrange additional examinations for you, including a general physical/specialist examination, psychological and/or a vocational evaluation. All evaluations - medical, psychological, and vocational - are provided at **no cost to you.**

You and your VR counselor may also discuss your career plans and possible VR services you may be eligible for that would help you reach your goal of employment.

Step 3 - Evaluation/Assessment

Your VR counselor uses the medical information to evaluate the effects of your disability in your ability to prepare for, get, and keep a job. A vocational evaluation consisting of a series of tests, activities, and interest inventories is used to learn more about your abilities, skills, interests, and the kinds of jobs that would be best suited for you.

All your medical and vocational information helps your VR counselor determine whether you qualify for VR and what types of services you will need to reach your employment goal.

Step 4 - Eligibility

Your VR counselor will determine if you are eligible for services. A decision should be reached within 60 days of the date of your application for VR services.

If a decision cannot be made within 60 days, your counselor will explain the reason(s). You will be provided with the option of:

- Allowing for an extension of time so that additional information may be gathered; or
- Choosing to have your counselor use the information you provided.

Eligibility for VR services is made if:

- You have a physical, mental, learning or emotional disability;
- You have problems getting or keeping a job because of your disability; and
- You need VR services to help you prepare for, enter, and/or keep a job.

Extended Evaluation

When there is a question about your employability because of the severe nature of your disability, you are allowed an extended evaluation period. An extended evaluation period can last for 18 months. This allows your VR counselor time to determine if employment is a possibility for you. During the extended evaluation period, you and your counselor will decide which VR services you will need to help your counselor make an eligibility decision. At any time during the extended evaluation period, your counselor can make a decision to determine your eligibility or ineligibility for VR services.

SSI/SSDI Recipients

An individual who has a disability or who is blind as determined pursuant to Title II or Title XVI of the Social Security Act (42 U.S.C. 401 et. seq. and 1381 et seq.) shall be:

- considered to be an individual with either a significant disability or a most significant disability, such determination to be made by LRS; and

- presumed to be eligible for vocational rehabilitation services, provided that the individual intends to achieve an employment outcome.

The Counselor can find an SSDI or an SSI recipient ineligible for vocational rehabilitation services if the Counselor can demonstrate by clear and convincing evidence through the use of trial work experiences that the severity of the individual's disability prohibits the individual from benefitting from vocational rehabilitation services in terms of an employment outcome.

If you are not eligible for VR services, your counselor will explain why and discuss other resources in the community that may help you.

LRS follows an "Order of Selection" for providing vocational rehabilitation services. This means eligible individuals with the most significant disabilities are given first priority for services.

Step 5 - Planning

Once determined eligible for services, you and your VR counselor **work together** to plan and develop a vocational rehabilitation program designed just for you! Deciding on your vocational goal (career) and the VR services you need to reach this goal is the most important part of your VR program, and you should be prepared to give a great deal of thought and planning into making this decision.

During the planning stage, you will be asked to provide documentation regarding your financial status. You will be required to provide verification of your income (W-2 forms or check stubs), assets, checking and saving accounts. You will also need to provide verification of any disability related expenses you may have. Your counselor will complete a budget analysis. Based on your income, you may be required to pay a portion of the cost of services.

In deciding your vocational goal, you have the option of choosing to develop your own plan or having your VR Counselor help you develop your plan. This plan is called the "**Individualized Plan for Employment**." It identifies your employment goal, time frames for services, and approved service providers necessary for your vocational rehabilitation. This plan outlines your financial participation in services. This plan is also referred to as the **IPE**, **RS-5**", or as the **plan**. **This is an important document.** The services outlined on the plan are conditioned on the approval and signature of both you, your LRS counselor, and if required, any supervisory or agency approval, as well as the availability of funds to LRS.

The IPE is reviewed at least annually by you and your VR counselor. If your situation changes, the IPE is revised accordingly.

Step 6 - Services

Vocational rehabilitation services are provided to help persons who are disabled prepare for, enter, and/or keep employment. The specific kind(s) and number of services you might need are determined by you and your VR counselor. Services are based on ***your*** individual needs; therefore, the types of services you receive may differ from services that other individuals receive. Not everyone requires the same or every service.

To achieve your employment goals, VR can provide a wide range of services:

- Medical examinations (general physical, psychological, or other specialists' examinations).
- Vocational evaluation of interests, skills, and abilities for future work.
- Vocational guidance.
- Career counseling.
- Physical or mental restoration services that could include mental health counseling, speech therapy, physical therapy, etc.
- Training - universities, colleges, technical schools, apprenticeship programs, on-the-job training, supported employment, etc.
- Rehabilitation devices - medical equipment necessary for employment (wheelchairs, prostheses, glasses, self-help devices, etc.)
- Rehabilitation engineering - assistance with job site modification (changing lighting, adapting a telephone, tool, or computer, etc.); and training on the use of modified equipment.
- Job placement.
- Follow up after employment to ensure job success.

If you would like a complete list of services LRS offers, ask your VR counselor.

LRS always looks for the most cost-effective way to provide services without giving up quality. You and your counselor will look into other available resources that could assist in the cost of your vocational rehabilitation program.

Please remember that LRS cannot pay for past bills, or for services and purchases that are not included on your IPE.

Step 7 - Employment

All planned services relate to preparing you for a job. After successfully completing your planned services, you are ready for employment. Finding a job takes a lot of work, but together you and your VR counselor can match your skills with a job. You may discover that this is the most difficult part of the whole vocational rehabilitation process. ***So, it is important that you actively look for a job.***

Your VR counselor and/or a job placement specialist will help you with your job search. They can help you:

- Complete application forms.
- Develop a resume.
- Prepare for an interview.
- Conduct your job search.
- Find job leads.

Step 8 - Successfully Rehabilitated

Once you are employed, your counselor will continue to work with you for an additional 90 days. During this 90 day period, your VR counselor will meet with you, and if you approve, your employer, to determine your job satisfaction.

Sometimes, unforeseen problems can occur that put you at risk of losing your job. If this happens, contact your VR counselor immediately for assistance. Often, your counselor can help you recognize and work out the problem and/or provide services you might need to maintain your job.

If your case has been closed as successfully rehabilitated, but you need additional short-term services to help you maintain your current employment, you should ask your VR counselor about ***post-employment services***.
Post-employment services are available to meet any simple, short-term rehabilitation need(s) you have after employment.

You are in charge of your vocational rehabilitation program, but it is also a team effort. To make your rehabilitation a success, you and your counselor must work together.

Vocational Rehabilitation works better if you:

- Take an active part in planning and making decisions.
- Ask questions anytime you do not understand something.
- Stay in regular contact with the people working with you.
- Follow through with all the agreed upon activities.
- Keep your counselor advised of anything that changes your ability to complete your VR program.
- Ask your counselor for any help you need during any part of your VR program.
- Actively seek employment when you are job ready.
- Tell your counselor when you get a job.

You are responsible for making sure that the rehabilitation plan developed by you and your counselor meets your needs.

RIGHTS

You have certain rights. It is important that you know and understand your rights. You have the right to:

- Apply for VR services.
- Be treated with respect.
- Be evaluated fairly and completely to have your eligibility determined.
- Receive a determination of eligibility within 60 days of application or agree to extend this period of time.
- Know why you are considered ineligible for services.
- Be referred to other agencies and facilities as appropriate.
- Appeal any decision or denial of service through either an administrative review and/or a fair hearing.
- Receive an explanation of the help available through the Client Assistance Program.
- Receive an assessment of your need for post-employment services.

CONFIDENTIALITY

Your counselor will ask you to provide personal information about yourself to understand your disability, determine your eligibility, and plan your vocational rehabilitation program. A case record is developed to keep all your information together. **All case record information is confidential.**

LRS may share your information with certain individuals and/or agencies if they are also working with you. LRS may provide your information to:

- Office of Mental Health.
- Office of Substance Abuse.
- Office of Family Support.
- Louisiana Department of Labor.
- Louisiana State Department of Education, Office of Special Education, and Office of Vocational Education.
- Social Security Administration.
- Office of Citizens with Developmental Disabilities.
- Louisiana Student Aid Association.
- Office of Community Services.
- Doctors, hospitals, clinics, and rehabilitation centers providing services to clients as authorized by LRS.
- U. S. Department of Labor.
- Schools and/or training centers when LRS has authorized the service.
- Department of Public Safety and Corrections.
- Colleges and universities.
- Parish school boards and educational officials responsible for providing secondary education.
- Military services of the U. S. Government.

LRS will not release your information to any other individual or agency without your informed consent. The only exception is to protect you or others if you are a threat to your own safety or the safety of others.

Client Assistance Program

You can request help from the Client Assistance Program (CAP) at any time to resolve problems or misunderstandings that occur during your vocational rehabilitation program. CAP is independent of LRS, and provides advocacy and information free of charge.

CAP has offices in both north and south Louisiana. The Shreveport office serves the area north of Alexandria, and the New Orleans office serves the area south of Alexandria.

Advocacy Center
2620 Centenary Blvd., Bldg. 2, Suite 248
Shreveport, LA 71104
(318) 865-6186 (V/TDD)

Advocacy Center
225 Baronne Street, Suite 2112
New Orleans, LA 70112-2112
(504) 522-2337

CAP's toll-free number is 1-800-960-7705.
TDD is available on all telephone lines.

Appeals Process

You should be very satisfied with the decisions or services you receive from LRS. However, sometimes a concern or problem may occur. If this happens, you should:

- Discuss the situation with your counselor or your counselor's supervisor; they may be willing to consider other possibilities and give valid reasons if alternatives are not appropriate. Most issues can be resolved at this level.
- If the problem cannot be resolved, ask for an **Administrative Review** (an informal meeting) with the LRS Regional Manager.
- If the problem is still not resolved after the administrative review, request a **Fair Hearing.**

(NOTE: It is not required that an Administrative Review be conducted in order for you to request and receive a Fair Hearing. However, an Administrative Review can, in many situations, result in a faster solution of your problem.)

To request an **Administrative Review** or a **Fair Hearing**, you must:

- Request the appeal in writing to the Regional Manager.
- Describe the decision or action you need to have resolved.
- Include your name, address, and telephone number.

- Sign and mail or deliver the request to the LRS Regional Manager.

Administrative Reviews are held and final decisions are given within **fifteen (15) calendar days** of receipt of your request. Most appeals are resolved by the Administrative Review. A Fair Hearing is a more formal process conducted by an Impartial Hearing Officer selected from a pool of approved hearing officers. The Impartial Hearing Officer hears both sides of the issue, weighs the facts of your case, and makes a decision based on federal and state laws and LRS policy. A Fair Hearing decision report is provided to you within **thirty (30) calendar days** of the date of your hearing.

In a mediation session, both you and LRS will equally exchange information and offer solutions for an agreement, not the impartial mediator. If an agreement is reached, it is put in writing, both you and LRS sign, and the agreement becomes binding. You leave with the signed agreement at the end of the meeting. If no agreement is reached, you can still request a fair hearing.

At the Administrative Review, Fair Hearing, or Mediation Session (if applicable), you should:

- Clearly state your concerns and possible solutions.
- Have a clear idea of what you will and will not accept as a solution to your problem/request.
- Bring documentation that supports your position.
- If you choose, have a representative (family member, friend, attorney, or CAP) present.

You should notify the Impartial Hearing Officer or Impartial Mediator in advance if you plan to have a representative or witness(es) at your Fair Hearing or Mediation Session.

INDEPENDENT LIVING SERVICES

Independent Living Services are provided to help persons with the most severe disabilities who are unable to work, live, and function independently within the family or community.

You may be eligible for Independent Living Services if:

- You have a severe physical or mental disability that limits your ability to function independently; and
- You will benefit from independent living services in terms of improving your ability to function, continue functioning, or move towards functioning independently within the family or the community.

If you are eligible, some of the services include:

- Counseling - to help you adjust to your disability.
- Personal Care Attendant - someone to assist you with your daily living needs.
- Home Modifications - a ramp, grab bars, etc.
- Rehabilitation Devices - prostheses, wheelchairs, lifts, etc.
- Interpreter and reader services.
- Other services that may help you live independently or become eligible for vocational rehabilitation services.

Independent Living Centers

In addition to LRS□s Independent Living Program, there are three Independent Living Centers located in Louisiana.

New Horizons, Inc.
6670 St. Vincent Avenue
Shreveport, LA 71106
Telephone: (318) 865-1000
Fax: (318) 865-1094

Resources of Independent Living, Inc.
1555 Poydras St., Suite 1500
New Orleans, LA 70112
Telephone: (504) 522-1955
Fax: (504) 522-1954

Southwest Louisiana Independence Center, Inc.
3505 5th Avenue, Suite A-2
Lake Charles, LA 70605
Telephone: (318) 477-7194
Fax: (318) 477-7198

Although services may vary among the centers, each offers:

- Information and referral services.
- Peer counseling.
- Independent living skills training.
- Advocacy.

Louisiana Rehabilitation Services
Regional Offices

If you have questions that were not answered, please be sure to contact your regional vocational rehabilitation office. All our office numbers are TDD equipped for persons who are deaf, hard of hearing, or speech impaired, and each office has a toll-free number that can be used in Louisiana. Office hours are 8:00 a.m. to 4:30 p.m. Monday through Friday.

Region 1
New Orleans Regional Office
3500 Canal Street, 2nd Floor
New Orleans, LA 70119
(504) 483-4709 (V/TDD)
1-800-737-2875 (In State)

Region 2
Baton Rouge Regional Office
3651 Cedarcrest Avenue
Baton Rouge, LA 70816
(225) 295-8900 (V/TDD)
1-800-737-2959 (In State)

Region 3
Houma Regional Office
1198 Barrow Street
P. O. Box 469
Houma, LA 70361-0469
(504) 857-3652 (V/TDD)
1-800-520-0584 (In State)

Region 4
Lafayette Regional Office
825 Kaliste Saloom Road
Brandywine VI, Suite 350
Lafayette, LA 70508
(337) 262-5353 (V/TDD)
1-800-520-0587 (In State)

Region 5
Lake Charles Regional Office
3616 Kirkman Street
Lake Charles, LA 70605
(337) 475-8038 (V/TDD)
1-800-520-0589 (In State)

Region 6
Alexandria Regional Office
900 Murray Street
Alexandria, LA 71301
(318) 487-5335 (V/TDD)
1-800-520-0578

Region 7
Shreveport Regional Office
1525 Fairfield, Room 708
Shreveport, LA 71101
(318) 676-7155 (V/TDD)
1-800-737-2966 (In State)

Region 8
Monroe Regional Office
State Office Bldg., Room 311
122 St. John Street
Monroe, LA 71201
(318) 362-3232 (V/TDD)
1-800-737-2973 (In State)

Parishes Served by Each Regional Office

New Orleans - Region 1

- Jefferson
- Orleans
- Plaquemine
- St. Bernard
- St. Charles
- St. James
- St. John
- St. Tammany

Baton Rouge - Region 2

- Ascension
- East Baton Rouge
- East Feliciana
- Iberville
- Livingston
- Pointe Coupee
- St. Helena
- Tangipahoa
- Washington
- West Baton Rouge
- West Feliciana

Houma - Region 3

- Assumption
- Lafourche
- Terrebonne

Lafayette - Region 4

- Acadia
- Evangeline
- Iberia
- Lafayette
- St. Landry
- St. Martin
- St. Mary
- Vermilion

Lake Charles - Region 5

- Allen
- Beauregard
- Calcasieu
- Cameron
- Jefferson Davis

Alexandria - Region 6

- Avoyelles
- Catahoula
- Concordia
- Grant
- LaSalle
- Rapides
- Vernon
- Winn

Shreveport - Region 7

- Bienville
- Bossier
- Caddo
- Claiborne
- DeSoto
- Lincoln
- Natchitoches
- Red River
- Sabine
- Webster

Monroe - Region 8

- Caldwell
- East Carroll
- Franklin
- Jackson
- Madison
- Morehouse
- Ouachita
- Richland
- Tensas
- Union
- West Carroll

(Revised 09/99)

LOUISIANA

RELAY Service™

Access numbers to place a relay call:

1-800-947-5277 telephone
1-800-846-5277 TTY, TDD, Text Telephone
1-888-550-5277 ASCII
1-888-699-6869 Customer Service

1. What is the Louisiana Relay Service?

The Louisiana Relay is a telecommunication service mandated by Act 660 of the Louisiana State Legislative to provide a state wide telecommunication relay service for the deaf, hard of hearing, speech disabled and deaf /blind. The Louisiana Public Service Commission has provided the administration of this service and service was inaugurated on January 15, 1993. Hamilton Telecommunications provides relay service under contract with the state.

The relay provides a vital link for telephone communication between people who are unable to hear or speak and those who can hear. Many people who are unable to use a conventional telephone because of hearing or speech impairment can utilize a text telephone (also called a TTY or a TDD).

A text telephone is a device that allows a person to type and read their telephone conversations instead of listening and speaking. However, if a text telephone user wishes to "talk" on the phone with a conventional (hearing) telephone user, they must use the relay by using the VCO feature. Hamilton employs skilled Communication Assistant (CAs) who acts as the "invisible link" between TTY and conventional phone users. CAs "connect" relay users by speaking everything typed by a TTY user and typing everything spoken by a conventional telephone user. By using the relay, text telephone users can call anyone they want, even if that person does not have special equipment.

Both TTY and hearing users can access the relay 24 hours a day through a toll-free number (1-846-5277 by TTY and 1-947-5277 by Voice). No sign-up is required, and the only charge is regular long distance fees if a user chooses to place a long distance call. There is no charge to access the relay or to place a local call.

2. What are the relay service hours of operation?

All relay services offered by Hamilton are available 24 hours a day, seven days a week. There is no time limit on your calls and no charge to make a local relay call. (Note: regular long distance fees apply to all long distance relay calls).

3. How confidential are relay calls?

All calls handled by Hamilton's Relay Service are kept strictly confidential. As required by law, CAs can not disclose any information from a relay conversation, and no records of any relay conversation are saved in any format.

4. How is a relay call placed?

To use the Louisiana Relay Service, simply follow the steps below and enjoy your conversation.

1-800-846-5277	TTY / VCO / HCO
1-888-550-5277	ASCII
1-800-947-5277	VOICE

a. Dial the relay number shown under the kind of calling equipment you use. If you use a text telephone (TTY/TDD) or VCO phone, dial the "Text Telephone" number. If you connect to the relay using ASCII code from your computer, dial the ASCII number. Finally, for hearing people who use a conventional telephone, dial the voice number.

b. A Louisiana Relay Communication Assistant (CA) will answer your call by typing or speaking his/her identification number and requesting the number you want to call. Tell the CA the number of the person you want to call, including the area code.

c. Once the person you are calling answers, the CA will inform him/her that they have a relay call and then you will be able to begin your conversation. When using the relay, direct your conversation to the person you are calling and say "Go Ahead" or type "GA" to indicate it is the other person's turn to respond.

6. What equipment is required to place a relay call?

The Louisiana Commission for the Deaf will loan a variety of specialized assistive equipment to any qualified resident of Louisiana to place relay calls. Hearing people do not need any special equipment or services to place a relay call. They only need the relay 800 number to place or receive a relay call.

7. **How much does it cost to purchase text telephone or amplified telephone equipment?**

   There is no cost for loaning this equipment by the state. The cost for state purchase of text telephones and other assertive equipment is funded through a surcharge of 11 cents on every home and business telephone service line in the state.

8. **What other types of relay calls are available for consumers to use?**

   - *Voice Carry Over (VCO)*

     Voice Carry Over is an ideal calling option for a person who does not have sufficient hearing to use a conventional telephone but has understandable speech. Voice Carry Over allows the text telephone user to speak directly to the party they are calling. Responses from the conventional telephone user are then typed by the Communication Assistant (CA) for the VCO user to read.

     If you would like to use Voice Carry Over, simply type, VCO PLS, at the beginning of the relay call. Once the CA responds with the message, VCO CONNECTED, you should voice to the CA the number you want to call. After VCO is connected, the CA can no longer read your TTY type.

   - *Hearing Carry Over (HCO)*

     A person who is able to hear using a conventional telephone but is unable to speak will benefit from Hearing Carry Over. HCO allows the text telephone user to listen directly to what the conventional telephone user says. The HCO user can then type their response, which will be voiced by the Communication Assistant.

     If you would like to use HCO, simply type, HCO PLS, at the beginning of the relay call.

8. **What is a Customer Profile?**

   A customer profile is a form that contains information about your call preferences, your long-distance carrier, your 10 favorite phone numbers, special services you may request such as customized greetings, spell check or translation services. This information you provide to the relay which will help the relay process your calls much faster, than if you do not have one. It is confidential information that is only changed or deleted at your request. You may get a Customer Profile by calling the customer services number.

9. **What does a Customer Profile cost to implement and how often can I change it?**

There is no cost for having a customer profile completed, changed or deleted. If you wish to add/change information on your profile, simply state your password to a customer service representative, your telephone number and name and you will be asked what information you want to add or change. These changes will be added into the system within 48 hours.

10. **When I am traveling how can I use the relay from another state to call someone in Louisiana?**

If you are traveling out of Louisiana you may use the relay service in the state you are calling from or you may use the Louisiana Relay Service□s interstate relay service which is provided by Hamilton Telecommunications.

11. **Can a relay call be placed from a pay telephone?**

The FCC (Federal Communications Commission) ruled on November 1, 1995 that there would be no charge for local relay calls from pay phones, and all long distance relay calls made from a pay phone would require the caller to use a calling card or alternative billing method (including collect calls and calls charged to a third party).

There are many benefits to the pay phone rule made by the FCC. First, placing a local relay call from a pay phone is free! This means that if you need to make a quick call when you are away from home, you do not have to pay for the call if it is not long distance. Second, having a calling card means you will always be prepared to make an unexpected call.

You can use any kind of calling or pre-paid card through every relay in the United States. Your call will cost no more than the same long distance call would have cost using coins. Using a calling card through the relay is easy! Simply dial the relay and tell the CA how to use your card (most calling cards have instructions on the back). To purchase a calling card, contact your local or long distance telephone company. If your company does not sell calling cards, they should be able to refer you to someone who does. The LRS provides free relay information cards for customers who use pay phones to call someone through the relay.

12. **Can a cellular phone be used to make a relay call?**

Cellular phones can be used to place relay calls but digital phones are still incompatible with relay services. Digital phones, such as Sprint's PCS phone or Ericsson phones, use a new type of coding that sends pulsing signals to cellular towers. The result for hearing people is a clearer conversation than what was previously available with the more common analog phones. However, for TTY users, the pulses from a digital phone distort TTY tones causing garbled conversations. Currently, digital phone companies are working on a remedy for this problem.

Only analog cellular phones are reliable and technically able to provide a signal link for TTY (baudot) transmissions. Most text telephones today carry baudot so if you are interested in getting cellular telephone makes sure it is an analog product.

Consult a state or regional text telephone vendor for additional information on all the analog supported products on the market today for paging, messaging, e-mail and cellular services.

13. **How can I arrange for a relay representative to give a relay presentation at my worksite or business for people I work with?**

For more information on Outreach Services or to schedule a workshop contact:

LRS Outreach Coordinator's Office at:

(225) 291-4500 Voice/TTY or Customer Service: 1-888-699-6869

Fax: (225) 293-3583

Abbreviations / Acronyms

These are the abbreviations that many deaf/hard of hearing people do use; however not all of them are used by the same people. Abbreviations vary from state to state. These are the most common used words.

ABT	About
ACCT	Account
AM	Morning
ANS	Answer
ANS MACH	Answering Machine
ANS SERVICE	Answering Service
APPT	Appointment
APT	Apartment
AVE	Avenue
BDAY	Birthday
BECUZ	Because
BLVD	Boulevard
CA	Communication Assistance
CCC	Credit Card Call
CORP	Corporation
CUD	Could
CO	Company
CUZ	Because
DDD	Direct Distance Dialing
DEPT	Department
DR	Doctor
FWD	Forward
GA	Go Ahead
GOVT	Government
HAHA	Laughing
HLD	Hold
HD	Hold
HOSP	Hospital
HR	Hour
ILY	I love you
IRLY	I really love you
INC	Incorporated
INFO	Information
LRS	LA Relay Service
MIN	Minute
MIN PLS	One moment please
MSG	Message
MTG	Meeting
NE	Do not Explain Relay
NBR	Number
NI	Do Not Identify Relay
OFC	Office
OIC	Oh, I See
OPR	Operator
PBLM	Problem
PLS	Please
PM	Evening or Afternoon
QQQ	Missed Information
Q	Question
R	Are
Rew	Rewind
RD	Road
SHUD	Should
SK	Stop Keying
ST	Street
TDD	Telecommunication Device for the Deaf
TECH	Technician
THOT	Thought
THRU	Through
THX	Thanks
TMR	Tomorrow
TMW	Tomorrow
TT	Text-Telephone
TTY	Teletypewriter
U	You
UR	Your
VR	Vocational Rehabilitation
WUD	Would
XOXOXO	Hugs and Kisses
XXX	Mistake

Days of the week, Months of the year are abbreviated as:

SUN MON TUES WED THURS FRI SAT

JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC

TELECOMMUNICATIONS RELAY SERVICES DIRECTORY

State	Provider	Access Numbers	Customer Service
Alabama	AT&T	(V) 800-548-2547	(V) 800-682-8706
		(T) 800-548-2546	(T) 800-682-8786
Alaska	GCI	(V) 800-770-8255	(V/T) 800-770-6770
		(T) 800-770-8973	
Arizona	Sprint	(V) 800-367-8939	(V/T) 800-676-3777
		(T) 800-842-4681	
Arkansas	MCI	(V) 800-285-1121	(V/T) 800-285-7192
		(T) 800-285-1131	
California	MCI	(V) 800-735-2922	(V) 800-735-0373
		(T) 800-735-2929	(T) 800-735-0193
		800-735-0091	
		(Speech to Speech)	800-854-7784
		(Spanish)	800-855-3000
	Sprint	(V) 888-877-5379	(V/T) 800-676-3777
		(T) 888-877-5378	
		(T) 877-735-2929	
		888-877-5380	
		(Spanish)	888-877-5381
Colorado	Sprint	(V) 800-659-3656	(V/T) 800-676-3777
		(T) 800-659-2656	
		800-659-4656	
Connecticut	Sprint	(V) 800-833-8134	(V/T) 800-676-3777
		(T/A) 800-842-9710	
Delaware	AT&T	(V) 800-232-5470	(V) 800-682-8706
		(T) 800-232-5460	(T) 800-682-8786
District of Columbia	AT&T	(V) 202-855-1000	(V) 800-682-8706
		(T) 202-855-1234	(T) 800-682-8786
Florida	MCI	(V) 800-955-8770	(V/T) 800-955-1478
		(T) 800-955-8771	
Georgia	AT&T	(V) 800-255-0135	(V) 800-682-8706
		(T) 800-255-0056	(T) 800-682-8786

State	Provider	Access Numbers	Customer Service
Hawaii	GTE	(V) 511 (In State) (T) 711 (In State) (V) 808-546-2565 (T) 808-643-8833	Ask for the supervisor at TRS number.
Idaho	Hamilton	(V) 800-377-1363 (T) 800-377-3529	(V/T) 800-368-6185
Illinois	AT&T	(V) 800-526-0857 (T) 800-526-0844	(V) 800-682-8706 (T) 800-682-8786
		(V/ Spanish)	800-501-0865
		(T/ Spanish)	800-501-0864
Indiana	Sprint	(T/V/A) 800-743-3333 (T, 900) 900-230-3323	(V/T) 800-676-3777
Iowa	Sprint	(V) 800-735-2943 (T/A) 800-735-2942	(V/T) 800-676-3777
Kansas	SW Bell	(V/T/A) 800-766-3777	Ask for TRS Supervisor at relay number
Kentucky	Hamilton	(V) 800-648-6057 (T) 800-648-6056	(V/T) 888-662-2406
Louisiana	Hamilton	(V) 800-946-5277 (T) 800-846-5277	(V/T) 888-699-6869
Maine	AT&T	(V) 800-457-1220 (T) 800-437-1220	(V) 800-682-8706 (T) 800-682-8786
Maryland	Sprint	(V/T/A) 800-735-2258 (V/T) 711 (In State)	(V/T) 800-676-3777
		Spanish-to-English / Spanish-to-Spanish	(V/T) 800-785-5630
		Speech to Speech	(T/900) 900-386-3323
Massachusetts	MCI	(T/A) 800-439-2370 (V) 800-439-0183	(V/T) 800-720-3480
Michigan	Ameritech	(V/T/A) 800-649-3777	(V/T) 800-432-0762 (V/T) 800-432-5413

State	Provider	Access Numbers	Customer Service
Minnesota	Sprint	(V/T/A) 800-627-3529 (T/900) 900-246-3323	(V/T) 800-676-3777
Mississippi	AT&T	(T) 800-582-2233 (V) 800-855-1000 ( ) 800-855-1234	(V) 800-682-8706 (T) 800-682-8786
Missouri	Sprint	(V) 800-735-2466 (T/A) 800-735-2966	(V/T) 800-676-3777
Montana	Sprint	(V) 800-253-4093 (T/A) 800-253-4091	(V/T) 800-676-3777
Nebraska	Hamilton	(V) 800-833-0920 (T) 800-833-7352	(V/T) 800-322-5299
Nevada	Sprint	(V) 800-326-6888 (T/A) 800-326-6868	(V/T) 800-676-3777
New Hampshire	Sprint	(V/T/A) 800-735-2964	(V/T) 800-676-3777
New Jersey	AT&T	(V) 800-852-7897 (T) 800-852-7899	(V) 800-682-8706 (T) 800-682-8786
New Mexico	Sprint	(V) 800-659-1779 (T/A) 800-659-8331	(V/T) 800-676-3777
New York	Sprint	(V) 800-421-1220 (T) 800-662-1220 800-584-2849 (TB) 800-662-1220 (VCO) 877-826-6977	(V/T) 800-676-3777
North Carolina	MCI	(V) 800-735-0341 (T) 800-735-0533	(V) 800-374-4852 (T) 800-374-4833
North Dakota	Sprint	(V) 800-366-6889 (T/A) 800-366-6888	(V/T) 800-676-3777
Ohio	Sprint	(V/T/A) 800-750-0750	(V/T) 800-676-3777
Oklahoma	Sprint	(V) 800-522-8506	(V/T) 800-676-3777

		(T) 800-722-0353	800-522-5065
State	**Provider**	**Access Numbers**	**Customer Service**
Oregon	Sprint	(V) 800-735-1232	
		(T) 800-735-2900	(V/T) 800-676-3777
		800-735-0644	
		(V/T Spanish)	800-735-3896
		(T/900)	900-568-3323
Pennsylvania	AT&T	(V) 800-654-5988 (T) 800-654-5984	(V) 800-682-8706 (T) 800-682-8786
Rhode Island	AT&T	(V) 800-745-6575 (T) 800-745-5555 (A) 800-745-1570	(V) 800-682-8706 (T) 800-682-8786
South Carolina	Sprint	(V) 800-735-2905	(V/T) 800-676-3777
		(T) 800-735-8583	
		800-735-7293	
		(T/900) 900-535-3323	
		(Speech to Speech)	877-735-7277
South Dakota	Sprint	(V/T/A) 800-877-1113	(V/T) 800-676-3777
Tennessee	AT&T	(V) 800-848-0299 (T) 800-848-0298	(V) 800-682-8706 (T) 800-682-8786
Texas	Sprint	(V) 800-735-2988	(V/T) 800-676-3777
		(T) 800-735-2989	
		800-735-2991	
		(T/900)	900-230-2303
Utah	Utah Assn. for Deaf		(V/T) 800-346-4128
	Outside Salt Lake & Davis Counties		(V/T) 801-295-8245
	Inside Salt Lake & Davis Counties		(V/T) 801-298-9484
Vermont	AT&T	(V) 800-253-0195 (T) 800-253-0191	(V) 800-682-8706 (T) 800-682-8786
Virginia	AT&T	(V) 800-828-1140 (T) 800-828-1120	(V) 800-682-8706 (T) 800-682-8786
Washington	Sprint	(V) 800-833-6384 (T) 800-833-6388 (TB) 800-833-6385	(V) 800-682-8706 (T) 800-682-8786

State	Provider	Access Numbers	Customer Service
West Virginia	AT&T	(V) 800-982-8772 (T) 800-982-8771	(V) 800-682-8706 (T) 800-682-8786
Wisconsin	Hamilton	(V) 800-947-6644 (A) 800-272-1773 (T) 800-947-3529 (Speech-to-Speech)	(V) 800-947-6644 (T) 800-283-9877 800-833-7637
Wyoming	Sprint	(V) 800-877-9975 (T/A) 800-877-9965 (T/900) 900-463-3323	(V/T) 800-676-3777

National Relay Services

AT&T National Relay
800-855-2880 /T
800-855-2881 /V
800-855-2882 /A
800-855-2883 /Telebraille

AT&T Spanish Relay
800-855-2884 /T
800-855-2885 /V
800-855-2886 /A

Federal Information Relay Service (Sprint)
800-877-8339 / T, V, ASCII

MCI National Relay
800-688-4889 /T
800-947-8642 /V

Hamilton Relay 800-833-5833 / T 800-833-7833 /V

Sprint National Relay Directory Assistance 800-877-8973 / T, V, ASCII, Spanish
Using Relay: (area code) 555-1212 877-826-2255/ VCO

Operator Services for the Deaf

AT&T: 800-855-1155 / T

MCI: 800-688-4486 /T

Sprint: 800-855-4000 / T

Brochures and other literature are available through the Louisiana Relay Service Outreach Coordinator's office.

Web Links for Students

Internet Resources Related to Hearing Loss

This site contains a list of links to help you find information on hearing loss and related issues. Much of this information was gleaned from posts to the Beyond-Hearing e-mail discussion list. Visit the Beyond-Hearing website for information and links on a multitude of hearing loss issues, or better yet, find out how to join the list and others like it.

Please note: Businesses are listed here as an information service to consumers. We cannot endorse any businesses or products listed here.

Hearing Loss Websites

Adaptive Technology and Technical Assistance

Includes computer/internet accessibility. See also Federal Law

Better Hearing Institute
http://www.betterhearing.org

Deaf and Hard of Hearing Access Program
http://www.odc.state.la.us/dhhap.htm
Includes a DHHAP Technical Assistance and Information Center webpage < /dhhaptac.htm > with 10 pages of links to documents on ADA, hearing loss, technology, captioning and more. Check it out!

Educational Audiology Association
http://lserver.aea14.k12.ia.us/swp/tadkins/5-97EAA-column.html

Info on fitting and selecting hearing aids, ALDs, etc.
http://www.uni-regensburg.de/Fakultaeten/Medizin/HNO/audio/ha95.htm

Microsoft Windows Access Pack
http://www.microsoft.com/enable/products/accp.htm

More info on fitting and selecting hearing aids, ALDs, etc.
http://www.earinfo.com

National Assistive Device Center
http://www.NADCenter.com/

Nonprofit and disability websites
http://www.ai.mit.edu/people/ellens/Non/online.html

Related to communication disorders, deafness, advocacy, etc.

Project EASI
http://www.rit.edu/~easi
Equal Access to Software and Information

Technology Assessment Program
http://tap.gallaudet.edu/
at Gallaudet's Research Institute

Technology Assistance Program
http://tap.orst.edu

Two-line Voice Carry Over (VCO)
http://www.weizmann.ac.il/deaf-info/tty_faq.html#two-line-vco phone calls

Captioning and Captioned Films

For CART (Computer Assisted Realtime Transcription) see Realtime Captioning.

The Caption Center
http://www.wgbh.org/caption

Captioned Media Program
http://www.cfv.org
Huge library of captioned films to choose from. Enter a title and see if they have a captioned version of it! Great site for educators!

Microsoft's New Captioning Technology
http://www.microsoft.com/enable/

National Center for Accessible Media (CPB/WGBH)
http://www.wgbh.org/ncam

Cochlear Implants

See also Cochlear Implant Forum under **E-mail Discussion Groups**.

Advanced Bionics/Clarion 'Bionic Ear'
http://www.cochlearimplant.com/index.html

AUDIES Association
http://www.tsi.it/contrib/audies/impia2.html

Cochlear Corporation
http://www.cochlear.com

National Academy of Sciences
http://www4.nas.edu/beyond/beyonddiscovery/nsf/frameset?openform
go to Sound of Silence: the Development of Cochlear Implants Reference Page http://www.pslgroup.com/dg/9f3e.htm

Rosi's Experience
http://members.xoom.com/thejourney
A journal about the experience of getting a cochlear implant.

Symphonix
http://www.symphonix.com

Turned On
http://www.dinf.org/csun_98/csun98_056.htm

Turned On: Cochlear Implants for Deaf and Hard of Hearing Persons by Beverly Biderman.
http://giles.ualr.edu/asd/cimplants/index.html (Cochlear Implant Laborabory)
See rave reviews for her new book *Wired for Sound: A Journey into Hearing*. University of Arkansas at Little Rock

Wendy's Experience
http://www.his.com/~ps/wendy/silence.htm
A journal about the experience of getting a cochlear implant.

Companies Selling Assistive Devices

Catalogs are a great way to learn about assistive technology and what is available!

Ahearingaid Internet Wholesale Dealer
http://www.ahearingaid.com (includes hearing questionnaire) 1-800-468-9298

AVR Sonovation's Extend-Ear RX series
http://www.avrsono.com/products/index.html (BTE/FM system) 1-800-462 -8336

Centrum Sound
http://www/centrumsound.com; Phone: 408-736-6500 Fax: 408-736-6552

Comtek
http://www.comtek-wireless.com

Deafworks
http://www.deafworks.com/paragon.html TTYs

General Technologies
http://www.thegrid.net/gentech 1-800-328-6684 (v/tty); 916-962-9225 (v/tty); 916-961-9823 (fax)

HARC Mercantile
http://www.harcmercantile.com 800-445-9968 Voice/TTY

Harris Communications, Inc.
http://www.harriscomm.com/
Sells wide variety of devices from classroom-use Assistive Listening Devices to amplified stethyscopes. 1-800-825-6758 (voice); 1-800-825-9187 (tty)

Hear-More
http://www.hearmore.com 1-800-881-4327 (voice); 1-800-281-3555 (tty)

Hearing Resources
http://www.earlink.com
Web pages are very nicely done. Lots of pictures with descriptions of devices and how they are used.

Hearing, Speech and Deafness Center
http://www.hsdc.org

Hello Direct
http://www.hellodirect.com

HITEC
http://www.hitec.com 1-800-288-8303 / 1-800-536-8890 TTY /1-888-654-9219 FAX
They sell an amplified 900 MHZ cordless phone, with jack for headset, headphones or neckloop. Amplified up to 30dB gain.

LS&S Group
http://www.lssgroup.com
Specializing in products for the visually and hearing impaired. 1-800-468-4789 (voice); 1-800-317-8533 (tty)

Manufacturers

http://members.tripod.com/~Dana_Mulvany/HOHCompanies.htm

Oticon
http://www.oticonus.com
neat section on hearing aid history

Pacific Coasts Laboratories
http://www.pcl-cfa.com/index.htm
"Acoustically tuned earpieces for better hearing" (continuous flow adaptors, earmolds) (pictures and descriptions) Telephone 800-351-2770 FAX 510-351-6905

Phonak
http://www.phonak.com
wireless FM hearing aids, multi-microphone technology

Potomac Technology
http://www.potomactech.com 1-800-433-2838 (Voice/TTY)

Symphonix
http://www.symphonix.com/about/about.htm

Weitbrecht Communications
http://www.weitbrechtcom.com 1-800-233-9130 V/TTY

Consumer Organizations and Consumer Web Pages

ALDA-Association of Late Deafened Adults
National ALDA Organization http://www.alda.org

Deaf Consumer Groups

Deaf Artists of America, Inc.:
716-244-3460 tty

Deaf Women United, Inc.
lisaflynn@aol.com 503-624-7688 tty

Deaf World Web
http://dww.deafworldweb.org/

National Association of the Deaf
http://www.nad.com

National Black Deaf Advocates
http://www.bin.org/assocorg/nbda.html

National Theatre of the Deaf
deaste@aol.com

IFHoH-International Federation of Hard of Hearing People
International Federation of Hard of Hearing People
http://www.ifhoh.org

SHHH-Self Help for Hard of Hearing Persons

National SHHH Organization
http://shhh.org
Includes an on-line catalog of publications and articles on a wide variety of hearing loss topics. Also includes a list of state chapters and contact info.

California
http://www.shhhca.org

Central Arkansas SHHH
http://members.aol.com/cenarkshhh

Derbytown SHHH
http://www.geocities.com/Heartland/Plains/5958/shhh.html

Montgomery County MD
http://members.tripod.com/maf_/mcshhh/

North Carolina
http://www.geocities.com/heartland/prairie/4727/
Site includes glossary including definition of T-Coils, ALDs, Silhouettes, FM, IR, DAI, etc. Use the index on the left of the page and select "Glossary".

Oregon SHHH
http://www.shhhor.org
"Once they get a hold of you, you'll never be the same!" --a *satisfied* member of the Eugene Chapter of SHHH

Beyond-Hearing Bios
http://www.geocities.com/heartland/prairie/4727/bhframe.htm
Contains biographies and articles about living with hearing loss contributed by various members of the Beyond-Hearing e-mail list.

ALD Use Guide Lines
http://members.tripod.com/~listenup/devices.htm

Dana Mulvany's home page:
http://members.tripod.com/~Dana_Mulvany/HearingAids.htm
covers basic options to consider in choosing a hearing aid. She has many interesting pages on a wide variety of consumer topics.

Deaf Info Page
http://www.weizmann.ac.il/deaf-info/

EDEN-The Electronic Deaf Education Network
http://www.bradingrao.com
includes 'The Parent's Place' chatroom

Hearing Resources
http://dijon.nais.com/~dgleeson/hearing/

Ron Vickery's home page
http://members.tripod.com/~GaCracker/Phones2.htm
Discussion of silhouettes and neckloops

Travel tips for hard of hearing individuals
http://www.netdoor.com/entinfo/herimaao.html

Other Consumer Organizations

Alexander Graham Bell
http://www.agbell.org

Boys Town National Research Hospital
http://www.boystown.org/btnrh

Hear Now
http://www.leisurelan.com/~hearnow/
Nonprofit organization with an ongoing program to provide hearing aids to those in need.

League for the Hard of Hearing

http://www.lhh.org

Mobility International, USA
http://www.miusa.org

Parents of Hard of Hearing/Deaf Children
http://www.gohear.org
Sertoma Club
http://www.sertoma.org
Nonprofit, civic organization devoted to speech-language and hearing causes.

Cued Speech

Cued Speech FAQ
http://www.weizmann.ac.il/deaf-intro/cued speech.html

Hearing Resources Pages: Cued Speech
http://dijon.nais.com/~dgleeson/hearing/cs.htm#top

Handshapes
http://www.isl.net/~cuedspmn/DisTable.html

Lesson
http://web7.mit.edu/cuedspeech/cue_lesson.html

Deaf-Blind Information

National Information Clearinghouse on Children who are Deaf-Blind
http://www.tr.wosc.osshe.edu

Federal Law, ADA, Accessibility Info

ADA Hotline: 1-800-949-4232

ADA & Disability Info
http://www.public.iastate.edu/~sbilling/ada.html
provides an assortment of links to ADA and disability related URLs, including ADA, education, rehabilitation services, products, and non-profit organizations

ADA, IDEA, and Advocacy
http://home1.gte.net/sherryze/new.htm

This is a fantastic source of information for parents and educators. Well organized. Also provides info on Special Education by state.

ADA Information Center On-Line
http://adabbs.hr.state.ks.us/dc

Americans with Disabilities Act Document Center
http://janweb.icdi.wvu.edu/kinder
Demographic Aspects of Hearing Impairment
http://www.gallaudet.edu~cadsweb/factshee.html
(Center for Assessment and Demographic Studies, Gallaudet University)
(1990/91 data)

Disability Access Information and Support
http://www.janejarrow.com

Federal Register today,
http://www.access-board.gov/rules/telfinal.htm

February 3, 1998, The Access Board's 'Final Rule' re Sec. 255 of the Telecommunication Act

General Services Administration
http://www.gsa.gov

GSA WWW Accessibility Guidelines
http://www.gsa.gov/coca/WWWcode.htm

Guide to Disability Rights Laws
http://worktech.state.md.us/at_resources.html overview of eight Federal laws

IDEA
http://www.ed.gov/offices/OSERS/IDEA/the_law.html
Individuals with Disabilities Education Act - Download the Act and use your word processor to search the document for topics of interest!

The Policymaking Partnership for Implementing IDEA:
http://www.ideapolicy.org
Site includes transcripts of 1999 satellite telecasts on IDEA.

Reauthorization of the Rehabilitation Act See Title IV of the Workforce Investment Act of 1998
Resources for Research on Disabilities
http://chef.sped.ukans.edu/speddisabilitiesstuff/welcome.html

Section 508 Questions and Answers

http://www.access-board.gov/eitaac/section-508-q&a.htm

Technology Assistive Resource Program 1-800-342-5832

Workforce Investment Act of 1998

http://www.reg10.doleta.gov/wia_nga.htm

Summaries of the Workforce Investment Act of 1998 - check out Title Report 105-659 - Rehab Act Reauthorization.

http://www.usworkforce.org/act.htm

You can see just how much is covered in the act at this site.

You can request a copy of the entire act (it is a large volume) at no charge from the Senate Document Room by faxing 202-228-2815.

Jane Jarrow's web pages

http://www.janejarrow.com/natlissues/asgooditgets.html

provide an analysis of the issues involved for higher education - such as the issue of cooperative agreements for support service costs in the postsecondary setting.

AHEAD - Association on Higher Education and Disability

http://www.ahead.org

has also been actively involved in the debate about support service costs in the postsecondary setting.

Lists of Links

Audiology Net

http://www.audiologynet.com/hearing-aids.html

Audiology Information for the Masses (extensive lists under headings Hearing Aids and Anatomy of the Ear):

DeafWeb Washington

http://www.wolfnet.com/~hydronut/newsletr.htm

Lists newsletters (many online links), Newsgroups and ListServs, Chat Sites, and Newspaper and Radio sites.

Deaf World Web

http://dww.deafworldweb.org/

Hearing and Hearing Disorders

http://www.mankato.msus.edu/dept/comdis/kuster2/audiology.html#treatment

HUGE list described as a 'virtual textbook of pointers'. Includes a link to the Hearing Loss Simulator Site

Internet Resources Related to Hearing Loss

http://www.wou.edu/education/sped/nwoc/ald.htm

PEPNet Resource Center Internet Resource List

http://ncod.csun.edu/html/body_prc-rl.html

Medical Issues

Audiology Net
  http://www.audiologynet.com/index.html
    Links to a wide variety of medical issues including tinnitus, meniere's, vertigo, otosclerosis, and protecting hearing.

American Tinnitus Association
  http://www.teleport.com/~ata

Central Auditory Processing Disorder (CAPD)
  http://www.ldanatl.org/factsheets/auditory.html
  http://kidshealth.org/parent/healthy/central_auditory.html
  http://www.cenatica.com/rebus/audpro.html
  http://www.mindworkspress.com

Decibel Levels-Charts and comparisons
  http://chppm-www.apgea.army.mil/enp/cw2.gif and
  http://chppm-222.apgea.army.mil/enp/aweig.gif

Hearing Health Magazine
  http://www.hearinghealthmag.com

Inner Ear Disease
  http://www.bcm.tmc.edu/oto/studs/innear.html

Menieres.org
  http://www.menieres.org

Otosclerosis
  http://www.healthtouch.com/level1/leaflets/hhirr/hhirr007.htm

Ototoxic Drugs
  http://www.netprocorp.com/shhh/nys/fall98/art4.htm#top

From the New York State Association of SHHH Reporter - Sound Levels to Avoid
  http://www.coolmath.com/decibels_print_out.htm

Vertigo
  http://www.bcm.tmc.edu/oto/studs/vertigo.html

Vestibular Disorders Association
  http://www.teleport.com/~veda/

Virtual Tour of the Ear

http://ctl.augie.edu/perry/ear/heardis.htm

Postsecondary/Employment

ADARA American Deafness and Rehabilitation Association
http://www.adara.org

Association on Higher Education and Disability (AHEAD)
http://www.ahead.org

Gallaudet University
http://www.gallaudet.edu

HEATH
http://www.acenet.edu/programs/HEATH/home.html
Disseminates information related to disability issues in postsecondary education.

Job Accommodations Network
http://janweb.icdi.wvu.edu (800)526-7234 (v/tty)

PEPNet
http://www.pepnet.org

Postsecondary Education Programs Network -
http://www.uark.edu/depts/rehabres
providing information and materials to postsecondary institutions serving individuals who are deaf and hard of hearing. RT31

University of Arkansas Research and Training Center for Persons who are Deaf or Hard of Hearing:
http://www.webcom.com/cspp/sandiego/rrtc.htm
research in employment, VR, and postsecondary education. Rehabilitation Research and Training Center for Persons who are Hard of Hearing or Late Deafened

Realtime Captioning / Computer-Assisted Notetaking

C-Print - A project developed by Northeast Technical Assistance Center (NETAC). NETAC is one of the 4 regional centers making up PEPNet.

Derbytown SHHH Cart
http://www.geocities.com/Heartland/Plains/5958/cart.htm

MnSAT Captioning Service

http://www.mnsat/mnscu.edu

National Court Reporters Foundation

Contact 703-556-6289 (tty) 703-556-6291 (fax) 800-272-6272 (voice) for information on qualified CART providers in your area.

RapidText

http://rapidtext.com 949-399-9200 (voice); 949-399-9273 (tty)

Services include captioning videos, producing transcripts of videos, and remote realtime captioning.

Sign Language/Interpreting

See also Postsecondary Interpreter Network under E-mail Discussion Groups.

American Sign Language Teachers Association

http://www.aslta.org

ASL Dictionary on the Internet

http://www.bconnex.net/~randys/index1.html

Interpreter Education Project

http://www.dac.neu.edu/nuiep/regional.html

Lists contact info for each RSA regional project on interpreter education.

Interpreter Network

http://www.terpsnet.com

See especially their resource page at http://www.terpsnet.com/resources/. Huge list of internet resources, including Code of Ethics, foreign language interpreting, and court interpreting.

National Multicultural Interpreter Project (NMIP)

http://www.epcc.edu/Community/NMIP/Welcome.html

National Educational Interpreting Conference

http://www.neu.edu/nuiep/neic

Registry of Interpreters for the Deaf, Inc.

http://www.rid.org

Sign Enhancers, Inc.

http://www.signenhancers.com/

Sign Language Fonts

http://www.aslta.org
http://www.bconnex.net/~randys/index.1.html
http://www.signenhancers.com
http://SignWriting.org
http://dww.deafworldweb.org/pub/f/fingerspell.html
http://babel.uoregon.edu/yamada/fonts/asl.html

Video Remote Interpreting
http://www.interpretersinc.com

Telephone Technology

Access Able Relay List
http://www.access-able.com/relay.html

Clearnet Digital Phone
http://www.clearnet.com (hearing aid compatible)

Federal Relay Service
http://www.gsa.gov/et/fic-firs/firs.htm

Sprint Relay
http://sprintbiz.com/gsd/gsdtrs.html

Telecommunications Relay Services forum (eTRSf)
http://www.48i.com/etrsf/ and Related Technologies Center

TTY FAQ
http://www.weizmann.ac.il/deaf-info/tty_faq.html

TTY Technologies
http://www.ttytech.com

Two-line Voice Carry Over (VCO)
http://www.weizmann.ac.il/deaf-info/tty_faq.html#two-line-vco

E-Mail Discussion Groups

E-mail discussion groups are a great way to be in touch with others around the world who have similar interests. These lists are formed around a topic or interest, and you join the list by signing on to receive everyone's posts. There are lists formed around specific dog breeds, computer programs, and social and political interests. Some lists are pretty quiet, with less than 10 messages a day being sent to your mailbox. Other lists are very busy, and if you do not check your e-mail regularly, you can easily fill you mailbox to its limit. (For a more exact description, see About Electronic Mailing Lists.)

How to Subscribe:

Send an e-mail message to the linked addresses below. The message should be either:

subscribe NameOfList or
subscribe NameOfList Your Name.

The subject line doesn't matter. You are sending a command to a computer, so don't put anything else in the message (and don't forget to TURN OFF your signature files when sending this message). You'll receive instructions back on how to post messages to the list. You'll start receiving messages automatically.

Locating Other ListServs:

Universal list of topics:
http://www.onelist.com

Hearing-Loss Related E-mail Lists:

Beyond Hearing: Excellent, supportive, informative list whose members include technology experts, audiologists, advocates, parents, and of course, people living with hearing impairments. Expect about 20-30 messages a day, covering topics from assistive listening devices, hearing aid technology, and cochlear implants to captioned movies, service dogs, and personal experiences. Check out the B-H webpage for more info and to meet members of the group!
majordomo@duke.edu subscribe beyond-hearing

CAPD (Central Auditory Processing Disorder)
listserv@maelstrom.stjohns.edu subscribe CAPD your name

Cochlear Implant Forum: For people who have or are interested in CIs.
listserv@yorku.ca subscribe ci your name

Deaf-Hearing Couples (DHC): covers issues common to communicating between hearing and deaf/hard of hearing spouses.
listproc@vnet.net subscribe DHC your name

DeafKids: Deaf kids listserv, ages 3-19 only
listserv@sjuvm.stjohns.edu subscribe DEAFKIDS

Deaf L: Deafness and deaf culture
listserv@siucvmb.siu.edu subscribe DEAF-L

Deaf Latinas/os subscribe-deaflatino@deafvision.com

Deafness Program Administrators
majordomo@lists.sonic.net subscribe deafadm youre-mailaddress
example: subscribe deafadm cheryld@oregon.edu

DeafSports: Sports activities in the Deaf community
listserv@gallux.gallaudet.edu subscribe DEAFSPORTS

EduDeaf: Curriculum, teaching strategies
listserv@lsv.uky.edu subscribe EDUDEAF your name

MRDEAF-L: Mental Retardation and Deafness
majordomo@bga.com subscribe MRDEAF-L

NOISE (Network for Overcoming Increased Silence Effectively): Forum to discuss topics of concern to hard of hearing/deaf medical (human medicine, nursing, dental, veterinary, etc.) professionals world-wide. It is also intended to be a means of support linking hard of hearing/deaf medical professionals.
Contact Danielle at rastetter.12@osu.edu for more information.
listserver@lists.acs.ohio-state.edu subscribe NOISE your name

ParentDeafHH: discussion vehicle of parenting issues faced by parents raising children who are hard of hearing or deaf.
listproc@list.educ.kent.edu subscribe PARENTDEAF-HH your name

PEPNetWork Postsecondary Education Programs Network
listserv@listserver.rit.edu subscribe PEPNETWORK your name

PIN: Postsecondary Interpreting Network
listserv@csd.uwm.edu subscribe PIN your name

Say What Club (SWC)
Write info@saywhatclub.com for information on how to join, or check out their website at Say What Club.

TDI E-Notes Telecommunications for the Deaf announcements
TDI-L@siu.edu signon TDI-L

Terps-L: Interpreters Listserv
listserv@admin.humberc.on.ca subscribe TERPS-L your name

164

Glossary of Important Terms

ADA	Americans with Disabilities Act is the law that protects persons with disabilities. It includes accessibility of public transportation, telecommunications and access to public businesses and services.
Academic Standards	The usual indicators of academic ability, such as grade point average, high school rank and standardized test scores.
Accommodations	For deaf and hard of hearing students accommodations in postsecondary education include communication services such as: interpreters, transliterators, notetakers, captionists, assistive listening devices, priority registration, preferred seating arrangements, etc.
Advocacy	Seeking the rights of a deaf or hard of hearing individual
Assistive Listening Device	(ALD) auditory equipment used to enhance speech that is of a group nature rather than a personal hearing aid.
Audiogram	A graphic illustration of a person's hearing threshold.
Audiologist	Person trained in audiology - a specialist in the problems of hearing and deafness
Auxiliary Aids	For deaf and hard of hearing students, auxiliary aids include sign language interpreters, cued speech transliterators, real-time captionists, notetakers, assistive listening devices, TTYs, etc.
Captions	Visual text displayed on a video, movie, or projected video
Cochlea Implant	A type of amplification that implants electrodes directly into the cochlea in the inner ear.
Essential Functions	What an individual must be able to do to hold a specific position with or without accommodations.
Federally Funded Postsecondary Program	Virtually all postsecondary institutions receive federal funds in the form of student aid, research grants and for other purposes. Therefore, they must not discriminate against

	students with disabilities according to Section 504 of the Rehabilitation Act.
IDEA	Individuals with Disabilities Education Act of 1990 guarantees that the education provided to individuals with disabilities will be free, appropriate and public (for elementary and secondary education).
Otherwise Qualified	A person who meets the academic and technical standards required for admission or participation in the education program or activity.
Reasonable Accommodations	Changes that enable a person with a disability to perform essential functions of obtaining a postsecondary education such as providing auxiliary aids and services for communication purposes for deaf and hard of hearing students.
SAT	Scholastic Achievement Test
Self-Advocacy	Understanding and seeking support for one's own personal rights.
Section 504	Part of the Rehabilitation Act that protects the civil rights of people with disabilities in many environments, particularly in college settings. It reads: "No otherwise qualified handicapped individual in the United States....shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits or, or be subjected to discrimination under any program or activity receiving Federal assistance."
Student Responsibility	On the postsecondary level, the responsibility lies with the deaf or hard of hearing student to request for accommodations. When the student presents documentation identifying their needs, it is the postsecondary institution's responsibility to provide the appropriate accommodations in compliance with Section 504 of the Rehabilitation Act.
Technical Standards	All non-academic admissions criteria that are absolutely necessary for a student to complete a program.

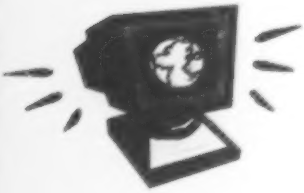
Transition	Making changes and adjustments to differences in location, people, activities and responsibilities such as moving from high school to college.

SOTAC
State Outreach and
Technical Assistance Center

PEC State Outreach and Technical Assistance Centers

State Outreach and Technical Assistance Centers are located throughout the South not only to provide services and support programs to individual deaf and hard of hearing students within the region, but also to provide assistance and technical support to other post secondary instituations offering similar services. For more information contact the center nearest your state, or the PEC Central Office Staff.

Visit Us Online!



The Postsecondary Education Consortium
http://sunsite.utk.edu/cod/pec

The PEPNet Resource Center
For listings of teaching resource materials visit:
http://www.pepnet.org
Click on Resource Center.

IN ALABAMA
Jacksonville State University
Dan Miller, Coordinator
Disability Support Services
139 Daugette Hall
Jacksonville, AL 36265
(256) 782-5093 (V/tdd) • (256) 782-5025 (Fax)
E-mail: dmiller@jsucc.jsu.edu
College web site: http://www.jsu.edu

IN ARKANSAS
University of Arkansas at Little Rock
Sharon Downs, Cooridinator
Disability Support Services
2801 S. University
Little Rock, AR 72204-1099
(501) 569-3143 (V/tdd) • (501) 569-8068 (Fax)
E-mail: sadowns@ualr.edu
College web site: http//www.ualr.edu

IN FLORIDA
St. Petersburg Junior College
Harriett Clark, Coordinator
Program for the Deaf and Hard of Hearing
2465 Drew Street
Clearwater, FL 33765
(727) 791-2554 (V.TDD) • (727) 791-2729 (Fax)
E-mail : clarkh@email.spjc.cc.fl.us
College web site: http://www.spjc.cc.fl.us

IN GEORGIA
Georgia Perimeter College
Lisa Fowler, Coordinator
Center for Disability Services
555 N. Indian Creek Drive
Clarkston, GA 30021
(404) 299-4038 (V/TDD) • (404) 298-3830 (Fax)
E-mail:lfowler@dekalb.dc.peachnet.edu
College web site: http://www.dc.peachnet.edu

IN KENTUCKY
Jefferson Technical College
Vicki Brashear, Coordinator
Deaf and Hard of Hearing Program
727 W. Chestnut Street
Louisville, KY 40203
(502) 595-4221 (V/TDD) • (502) 595-4399 (Fax)
E-mail: brashear@kytech.edu
College web site: http://www.kytech.edu

IN LOUISIANA
Louisiana State University A&M
Jennie Bourgeois, Coordinator
Office of Disability Services
112 Johnston Hall
Baton Rouge, LA 70803
(225) 388-4913 (V) • (225) 388-2600 (TDD)
(225) 334-2652 (Fax)
E-mail: jsbourg@aol.com
College web site: http://students.lsu.edu/ds/index.html

IN MISSISSIPPI
Hinds Community College
Carol Kelly, Coordinator
Disability Support Services
Box 1282
Raymond, MS 39154-0999
(601) 857-3310 (V/TDDD) • (601)857-3482 (Fax
E-mail: CKelley@HINDS.CC.MS.US
College web site: http://www.hinds.cc.ms.us

IN NORTH CAROLINA
Central Piedmont Community College
Peggy Brooks, Coordinator
Services for Students with disABILITIES
P.O. Box 35009
Charlotte, NC 28235-6421
(704) 330-6739 (V/TDD) • (704) 330*4020 (Fax)
E-mail: peggy_brooks@cpcc.cc.nc.us
College web site: http://www.cpcc.cc.nc.us

IN OKLAHOMA
Tulsa Community College
Resource Center for the Deaf and Hard of Hearin
Donald Hastings, Coordinator
3727 East Apache
Tulsa, OK 74115-3151
(918) 595-7428 (V) • (918) 595-1434 (TDD)
(918) 595-7401 (Fax)
E-mail: dhastin@vm.tulsa.cc.ok.us
College web site: http://www.tulsa.cc.ok.us

IN SOUTH CAROLINA
Spartanburg Technical College
Nancy Lane, Coordinator
Cooperative Program for the Deaf and the Blind
PO Drawer 4386
Spartanburg, SC 29305-4386
(864) 591-3811 (V/TDD) • (864) 531-3947 (Fax)
E-mail: to be announced
College web site: http://199.5.204.101/

IN VIRGINIA
New River Community College
Lucy Howlett, Coordinator
Center for Deaf and Hard of Hearing
Drawer 1127
Dublin, VA 24084
(540) 674-3619 (V/TDD) • (540) 674-3644 (Fax)
E-mail: NRHOWLL@nr.cc.va.us
College web site: http://www.nr.cc.va.us

IN TENNESSEE, TEXAS, WEST VIRGINI VIRGIN ISLANDS
The University of Tennessee
Postsecondary Education Consortium Central Off
Marcia Kolvitz, Associate Director
2226 Dunford Hall
Knoxville, TN 37996-4020
(865)974-0607 (V/TDD) • (865) 974-3522 (Fas)
E-mail:pec@utk.edu